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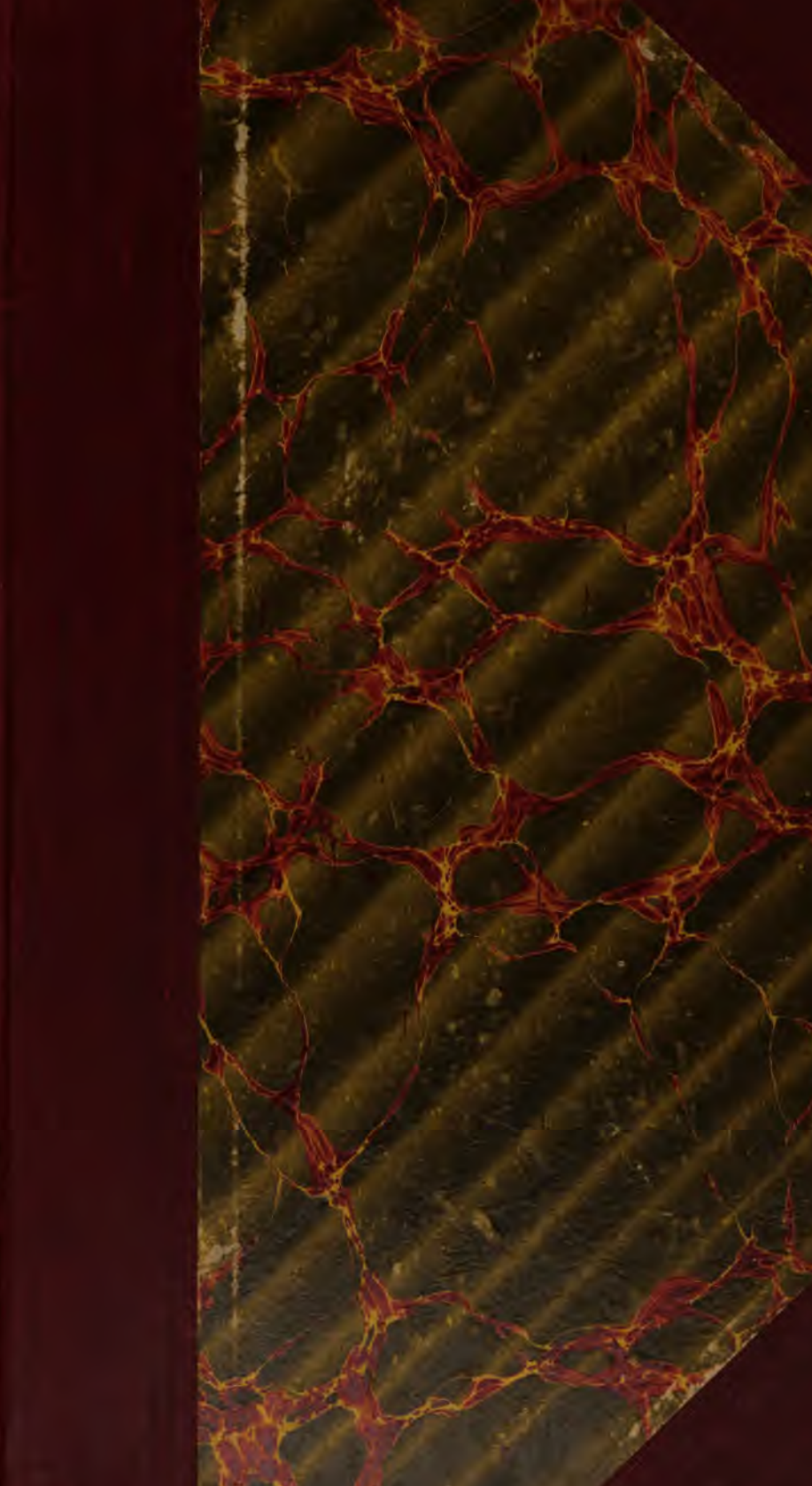
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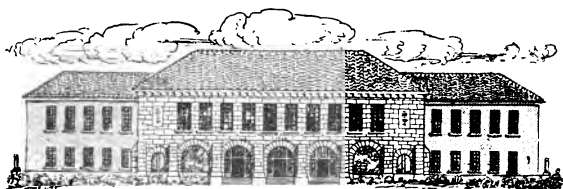
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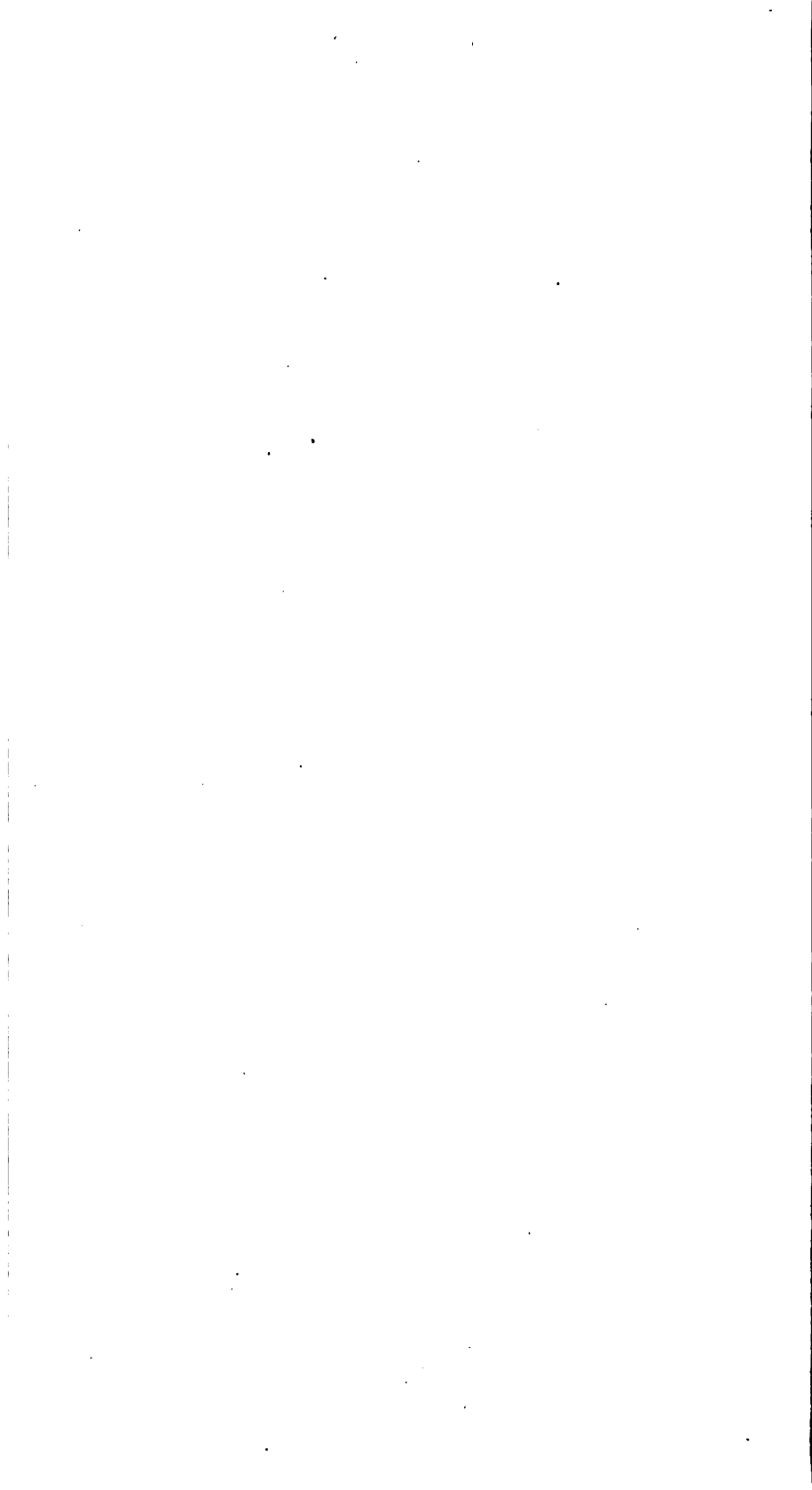




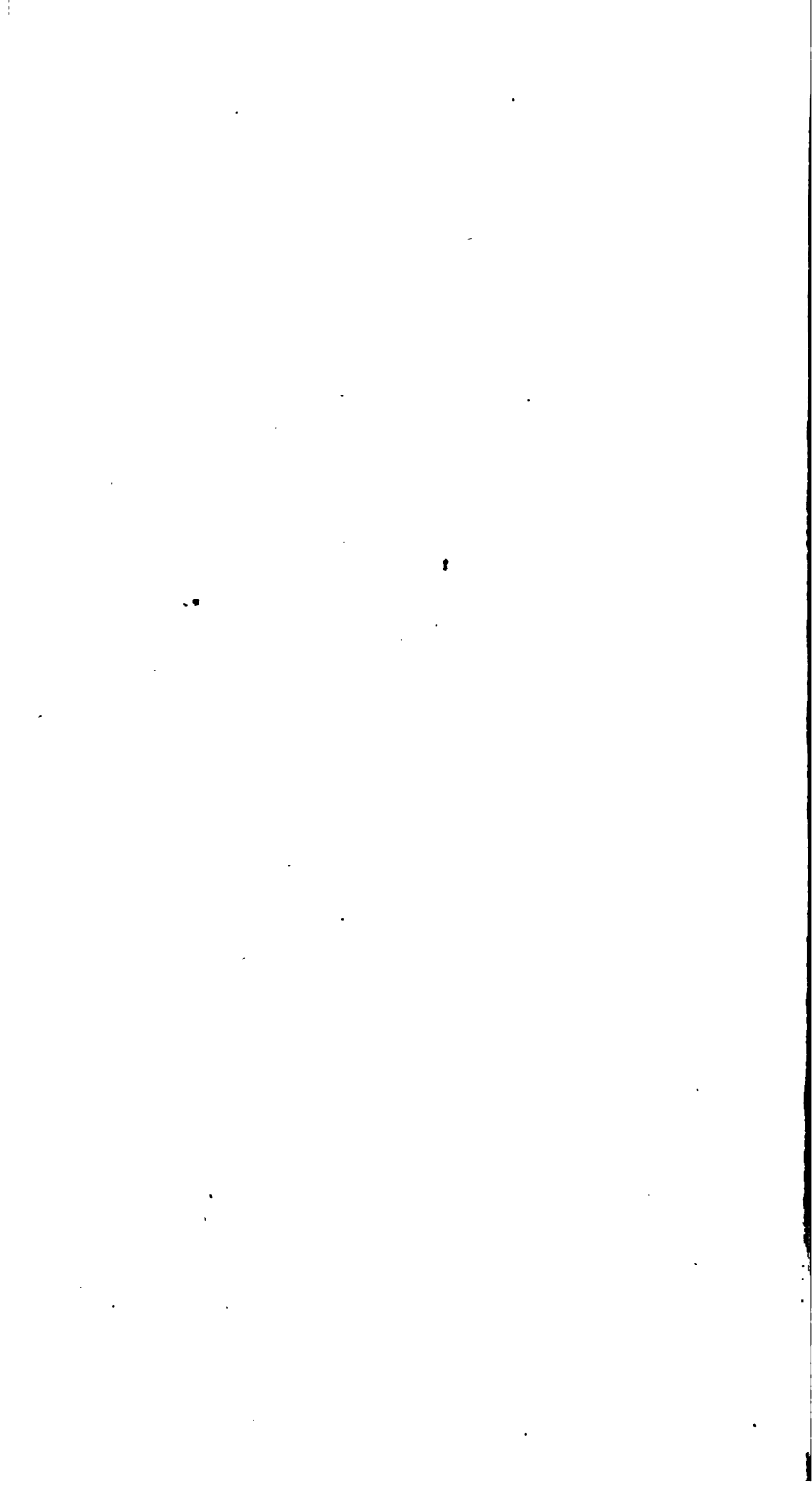
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1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

2. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.













A HISTORY of the COURSES of  
STUDY in the State Normal  
Schools of PENNSYLVANIA. By  
Albert E. Maltby, Ph. D. 1898.



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## **HISTORY OF THE COURSES OF STUDY**

Presented at the meeting of the Board of Principals at  
Harrisburg, Pa., Nov. 11, 1898.

Since the data used in the following discussion were not all available at the beginning of the work, a certain element of unity is necessarily lacking. It is believed, however, that the conclusions reached are in the main correct. To the difficulty in obtaining the necessary material was added that of determining the relative value of data so fragmentary. No series of catalogues of any one school would alone have served the purpose, even had such data been obtainable. A comparison of the catalogues of the various schools, especially of the earlier years, shows that the courses were sometimes

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modified to suit the environment. Hence the necessity arose of obtaining parallel data.

The historical value of the following pages lies in the copious extracts taken from the various catalogues and other sources, since other comparisons than those suggested may be instituted.

The history of the changes in the Elementary Course is a topic which calls for sources of information somewhat beyond those in the possession of the person to whom the subject has been assigned. Minutes of the proceedings of the Principals are not at hand, since many of such reports have never been printed, and any copies filed in the Department of Public Instruction prior to February 2, 1897, were destroyed by fire. The only available sources remaining are to be found in the catalogues of the schools as printed from time to time. Here again, the writer is met with a difficulty in the fact that the various schools do not possess surplus copies for distribution, and in many cases the copy in the school library is the only one available for comparison. The collection of data, then, depended largely upon the good nature of the persons to whom your correspondent wrote. Our own connection with the schools began in 1884, and the element of personal recollection enters into consideration from that date onward. A most important source has been the volume of early catalogues of Millersville, kindly furnished by Dr. Lyte. Other sources have been found in the stray catalogues of the various State Normal Schools. Dr. Waller of Indiana furnished a valuable source of parallel data in the form of a volume of the early catalogues of the Bloomsburg State Normal School.

From Principals Eldon, Noss, Waller, Lyte, Flickinger, Eckels, and Dr. J. A. Cooper, catalogues and data were, however, obtained, supplementing those which were already in the possession of the writer. The absence of Dr. Philips undoubtedly deprived us of much valuable assistance.

The general method of procedure in regard to the matter of the earlier history must consist of a comparison of the catalogues issued in the early days of the various schools.

The basis of the Elementary Normal School Course is found in the Act of the Legislature, passed May 20, 1857. Section 6, clause 4, P. L. p. 583, relating to the professors in the normal schools, practically outlines the course. Section 6, clause 7, P. L. p. 583, places the power to arrange the details of the course in the hands of the Principals, subject to the approval of the State Superintendent of Public Instruction.

The clause establishing the course is as follows :

#### **Section 6, Clause 4**

PROFESSORS.—Each school shall have at least six professors of liberal education and known ability in their respective departments, namely : one of

- (1) Orthography, Reading, and Elocution ;
- (2) Writing, Drawing, and Book-keeping ;
- (3) Arithmetic, and the higher branches of Mathematics ;
- (4) Geography and History ;
- (5) Grammar and English Literature ;
- (6) Theory and Practice of Teaching.

*Also*, [together with] such tutors and assistants therein, and such professors of natural, mental, and moral sciences, languages, and literature, as the condition of the school, and the number of students may require.

[Act of May 20, 1857, section 6, clause 4, P. L. p. 583.]

Through the kindness of Dr. E. O. Lyte of Millersville State Normal School, a most valuable volume of the early catalogues of the first Pennsylvania Normal School was placed in the care of the author. So rich is this volume in material for use in the history of the changes in the course, that no apology is offered for the insertion of copious extracts from the pages of the various catalogues therein found. From the historical remarks found in the earlier catalogues, the data here given are obtained.

The existence of the Lancaster County Normal School was owing to the establishment of the office of County Superintendent of Common Schools in Lancaster County, and the increased demand for professional instruction thereby created among teachers.

During the summer of 1854, a number of the citizens of Millersville and its vicinity, desiring a more liberal education for their children than that furnished by the common schools of the neighborhood, erected a building for the purpose of establishing a school, which they proposed to call the Millersville Academy. In the spring of 1855, learning that County Superintendent J. P. Wickersham desired a suitable building in which to hold a Teachers' Institute, the trustees of the proposed

Academy offered their building gratuitously for that purpose, promising to supply any want of boarding accommodations by private hospitality. The Institute opened on the 17<sup>th</sup> of April, and during the three months' term there was an attendance of one hundred and thirty-five students. The results were so satisfactory, and showed so clearly the want of permanent institutions of like character, that the trustees decided to enlarge their buildings and establish a regular Normal School. By November 5, 1855, the new buildings costing \$26000 were ready for occupancy. The number of students attracted proved that the projectors of the school had not miscalculated its necessity. During the summer of 1856, the number of students attending the school reached two hundred and six; and although the school was at first designed to accommodate only the teachers of a single county, the catalogue of 1857 contained the names of students from twenty-four different counties in Pennsylvania together with students from several other states.

Such success, attained by private effort unaided by the State, was soon to receive its crown of commendation. Through the efforts of the principal of the school, and many strong friends, the Legislature passed a general Normal School law granting certain privileges to such private institutions as would comply with the requisitions of the law and engage in the work of training teachers for the common schools. Since the law required that each Normal School established under it should have grounds to the extent of ten acres, a hall capable of seating one thousand persons, and boarding and other accommodations for at least three hun-



dred students, the trustees and stockholders at a public meeting held June 29, 1857, passed the following resolution :

"*Resolved*, That it is expedient to so enlarge the grounds attached to the school, and to make such additions to the buildings connected therewith, as to bring the school within the requirements of the Act of Assembly approved the 20th day of May, 1857."

The liberality of the friends of education in Lancaster county and in the counties adjoining soon enabled the school authorities to carry this resolution into effect ; and, on December 3, 1859, the school at Millersville received the honor of recognition as the *First* Pennsylvania *State* Normal School, Hon. Henry C. Hickok being State Superintendent of Common Schools. The papers bearing upon this recognition by the State will be presented in another part of this history.

In our investigation of the origin of the Elementary Course it will be well to examine somewhat the work done in the Lancaster County Normal Institute as briefly outlined in the catalogue issued in 1855 by J. P. Wickersham, A. M., Principal.

Its object was to furnish to the teachers of Lancaster County and other parts of the State the means of obtaining, during three months of their summer vacation, the most thorough professional training :

1. By giving sound instruction in the various branches.
2. By imparting a knowledge of the most approved methods of teaching.

3. By furnishing an opportunity of actual practice in Model Schools connected with the institution.

As the principal design of the institute was to improve the teachers in the common schools, a thorough course of instruction was given in all the branches usually taught therein. Instruction was also given in several of the higher branches of an English education.

The result of this delicate and important experiment, to which the friends of the common schools looked with great anxiety, was both beneficial and decisive. It was undertaken with considerable hesitation, for a failure at this critical time would have resulted in serious injury to the cause; its success, however, largely decided public opinion in favor of establishing Normal Schools for the professional training of teachers for the common schools. The services of County Superintendent J. P. Wickersham, as Principal of the Institute, were rendered without any additional compensation. Among the resolutions passed by the students at the close of the term we find the following:

*"Resolved, That we, the students of this Institute, tender our heartfelt thanks to Prof. J. P. Wickersham, Superintendent of Common Schools of Lancaster County, for the establishment of this Normal School: and for the great zeal and untiring energy with which he has so nobly labored for our improvement in the Art and Science of Teaching during its sessions."*

The catalogue and circular of the Lancaster County Normal *School* issued in 1856, J. P. Wickersham, A. M., Principal, shows that Prof. J. F.

Stoddard, A. M., had been elected Principal, but circumstances had caused his separation from the school. The County Superintendent, although disinclined to connect himself permanently with the school, finally consented to accept the position as Principal. A strong faculty was selected to assist him.

The objects of the school were the same as stated in the preceding catalogue of the Normal *Institute*. Two courses of study were offered : a *Common School Course*, and an *Advanced Teachers' Course*. The Common School Course included all the branches usually taught in the common schools, and the Theory and Practice of Teaching. It was designed to meet the wants of students who could remain but a short time in the school. A *Teachers' Certificate* was granted to such as were proficient in these branches. The Advanced Teachers' Course included, in addition to the preceding course, such branches as Algebra, Geometry, Surveying, Trigonometry, several of the natural and experimental Sciences, and such of the ancient and modern languages as might be thought expedient. This course required two years after completing the common branches. A *Diploma* was given to those completing this course.

From the commencement of the school there were students who desired to take advantage of its system of instruction and discipline, but who did not intend to become teachers. Such persons were not excluded, but were admitted to the regular classes according to scholarship. It is doubtful whether this tendency to seize upon the general educational advantages of a local institution can ever

be entirely removed, even if the attempt be made to exclude such students by legislation.

The catalogue of 1857 contains the following outline of the general scope of the work done in the school :—

Our school is intended mainly as an institution for the training of teachers. Adapting it to the present wants of this class of students, we have two distinct courses of instruction :

I. A course of instruction embracing the branches of study required to be taught in common schools.

II. An advanced course of instruction embracing the Higher Mathematics, General Literature, and several of the Natural Sciences.

Opportunity is also afforded for pursuing a full course of study in both the ancient and modern languages, but their study is optional with the student. The course of study in the languages will require, if completed, the usual time devoted to such studies in colleges of good standing. Instruction is also given in Vocal Music, Instrumental Music, Painting, and Drawing. Courses of lectures are given in Botany, Geology, Physiology, Natural Philosophy, and General Literature.

Candidates for entrance into the Junior class must possess a thorough knowledge of the branches embraced in the Common School Course, viz : Orthography, Reading, Writing, Geography, Grammar; Mental Arithmetic, Written Arithmetic, History of the United States, Elements of Algebra, Natural Philosophy, and Physiology. Two years after entering the Junior class, a student may graduate. The studies are as follows :

## JUNIOR YEAR

FIRST TERM	SECOND TERM
Geometry (Five Books)	Geometry (Completed)
Higher Algebra	Trigonometry and Surveying
Rhetoric	History
Physiology or Botany	Natural Philosophy

## SENIOR YEAR

FIRST TERM	SECOND TERM
Conic Sections	Calculus
Analytical Geometry	Mathematical Astronomy
Chemistry	Geology
Philosophy of the Human Mind, with reference to Intellectual Education.	Philosophy of the Human Mind, with reference to Moral Education.

In special cases, other equivalent studies may be substituted for some of those embraced in the regular course ; and ladies are sometimes permitted to study the modern languages instead of the Mathematics of the Senior year.

Students who pass a thorough examination in the branches embraced in the Common School Course will receive a *Teachers' Certificate*, and, a *Diploma*—the highest honor the school can confer,—will be granted to such as complete the Advanced Course.

The methods of teaching practiced in the school are those which, after careful consideration, seem best adapted to train teachers. Teachers as guides to others need three things :

I. A thorough knowledge of the branches of study they propose to teach.

II. The best methods of teaching those branches.

III. Ability to instruct—to lead the young mind judiciously from the known to the unknown.

Academies and Colleges profess to discipline mind and impart a knowledge of the various branches of study, and, in this respect, their object and that of a Normal School are similar ; but, the *peculiar* object of the Normal School is to train persons *to be skillful in imparting instruction*.

The following letters relating to the application for recognition possess historical value :

[Catalogue of Lancaster County Normal, 1859]

LANCASTER COUNTY NORMAL SCHOOL,

June 4, 1859.

DEAR SIR :—It is the intention of the Trustees of this institution to ask its recognition as a State Normal School, in October next ; and, in the meantime, it is their intention to prepare to open its next term, in all respects, as if it were already recognized. Under the circumstances, I consider myself justified in submitting to you the following inquiries :

*First*—Would the proposed plans and arrangement of the Trustees of this Institution, as recently exhibited and made known to you, if perfected, in your opinion, entitle the school to recognition as a State Normal School, under the Normal School law passed the 20th day of May, 1857 ?

*Second*—Is the enclosed outline of a course of

study, essentially such a one as is contemplated by the law above referred to?

An early answer to the preceding interrogatories will much oblige

Yours truly,

J. P. WICKERSHAM,  
*Principal.*

To HON. H. C. HICKOK, *Supt. of Common Schools.*

HARRISBURG, PA., June 7, 1859.

DEAR SIR :—Your communication of the 4th instant, desiring an interpretation of the Normal School Act, with regard to the points which you have presented, was duly received. In reply, I take pleasure in being able to answer both of your interrogatories in the *affirmative*.

With my best wishes for the success of this noble enterprise, and the hope that the projected plans and arrangements of your Trustees may be completed at the appointed time, I remain

Very truly yours,

H. C. HICKOK, *Supt. of Common Schools.*

To PROF. J. P. WICKERSHAM,  
*Principal of Lancaster County Normal School.*

The following papers relate to the official recognition of the institution as a State Normal School December 2, 1859 :—

### **Report of Inspectors**

To HON. HENRY C. HICKOK,

*Superintendent of Common Schools :*

The undersigned Inspectors, appointed by you, with the consent of the Governor, in pursuance of the requirements of the Seventh Section of "An

Act to provide for the due training of teachers for the Common Schools of the State," approved the 20th day of May, 1857, together with the superintendents of the counties of Lancaster, York, and Lebanon, whose names are last subscribed, do report :

That on due notice from the Department of Common Schools, they did, personally, and at the same time, to wit : on Thursday and Friday, the first and second days of December, 1859, visit and carefully inspect the Lancaster County Normal School, located at Millersville, in said county, and after a thorough examination thereof—of its by-laws, rules and regulations, and of its general arrangement and facilities for instruction—we do approve the same, and find that they fully come up to the provisions of the "Act to provide for the due training of teachers for the Common Schools of the State, approved the 20th day of May, one thousand eight hundred and fifty-seven, and its supplement, approved the 15th day of April, 1859.

We, therefore, certify the same to the Department of Common Schools, with our opinion that the Lancaster County Normal School has fully complied with the provisions of the said act and its supplement, as far as can be done before going into operation under the same ; and we unanimously recommend that it shall forthwith be recognized as a State Normal School, for the Second Normal School District of Pennsylvania, composed of the counties of Lancaster, York, and Lebanon.

JAMES POLLOCK,  
WM. M. HIESTER,  
A. G. CURTIN,  
JNO. L. ATLEE.



[Additional Signatures]      A. R. BLAIR,  
*Superintendent of York County*  
 HENRY HOUCK,  
*Superintendent of Lebanon County*  
 DAVID EVANS,  
*Superintendent of Lancaster County*  
 MILLERSVILLE, PA., December 2, 1859.

DEPARTMENT OF COMMON SCHOOLS,  
*Harrisburg, December 3, 1859.*

I approve the foregoing report, and forthwith recognize the Lancaster County Normal School as a State Normal School for the Second District, hereby certifying that I was present during the whole of the inspection, as required by law.

HENRY C. HICKOK,  
*Superintendent of Common Schools.*

### **Notice of the State Superintendent**

#### DEPARTMENT OF COMMON SCHOOLS


HARRISBURG, PA., December 3, 1859.

WHEREAS, The Board of Trustees of the Lancaster County Normal School, located at Millersville, in said county, by resolution adopted at a meeting of the Board, on the 1st day of October, 1859, on file in this Department, made formal application to the State Superintendent for the privileges of "An Act to provide for the training of teachers for the Common Schools of the State," approved the 20th day of May, 1857, and the supplement thereto, approved the 15th day of April, 1859, and

WHEREAS, In pursuance of said application, the State Superintendent of Common Schools, together with Hon. James Pollock of the county of Northumberland, Hon. William M. Hiester of the county of Berks, Hon. A. G. Curtin of the county of Centre, and Dr. John L. Atlee of the county of Lancaster, "competent and disinterested persons," appointed by him, with the consent of the Governor, as Inspectors, and Dr. A. R. Blair, Superintendent of the county of York, Henry Houck, Esq., Superintendent of the county of Lebanon, and David Evans, Esq., Superintendent of the county of Lancaster, did on Thursday and Friday, the 1st and 2d days of December, 1859, personally, and at the same time, visit and carefully inspect said School, and after thorough examination thereof, and of its by-laws, rules, and regulations, and of its general arrangement and facilities for instruction, by written report on file in this Department, approve the same, and find that they fully come up to the provisions of said act, and its supplement, as far as can be done before going into operation under them :

*Now, therefore,* In pursuance of the requirements of the Seventh Section of the Act aforesaid, I do hereby give public notice, that I have officially recognized the Lancaster County Normal School as a State Normal School for the Second Normal School District, composed of the counties of Lancaster, York, and Lebanon, and that said School shall henceforth enjoy all the privileges and immunities, and be subject to all the liabilities and restrictions contained in said Act and Supplement.

In testimony whereof, I have hereunto set

my hand, and affixed the seal of the Department of  
 Common Schools, at Harrisburg, this third  
 day of December, 1859.

HENRY C. HICKOK,  
*Superintendent of Common Schools.*

The following courses of instruction, *approved by the Superintendent of Common Schools*, are taken from the Catalogue and Circular of the Pennsylvania State Normal School, of the Second District, located at Millersville, Pa., issued in the year 1860:—

### MODEL SCHOOL COURSE

The course of instruction in the Model School embraces the Alphabet, Pronunciation, Spelling, Reading, Writing, Drawing, Arithmetic, Geography, Grammar, Vocal Music, Object Lessons; and, also, if desired, elementary instruction in the Languages.

It is intended to make this department truly a *Model School*. A limited number of children from eight to fourteen years of age will be received from abroad, to whom the Institution will be made not only a *School*, but a *home*.

### PREPARATORY COURSE

The Preparatory Course is designed for older pupils than those who attend the Model School; but the studies embraced in it, except Vocal Music and Drawing, are essentially the same. Preparation may be made here, as well as in the Model School, for entering the higher courses.

## Normal Course

Students with a *fair* knowledge of the branches of study, required by law, to be taught in Common Schools, can enter this course and graduate in three years.

The Junior year of this course is intended to be occupied in a careful review of the branches previously studied. Those who do not need this review can enter at once upon the studies of the Middle year. The studies of the respective years are as follows :

### JUNIOR YEAR

#### FIRST TERM

Orthography and  
Etymology  
Reading and Elocution  
Writing and Drawing  
Geography  
Mental Arithmetic  
Written Arithmetic  
Grammar

#### SECOND TERM

Orthography and  
Etymology  
Reading and Elocution  
Writing and Drawing  
Geography  
Mental Arithmetic  
Written Arithmetic  
Grammar

### MIDDLE YEAR

#### FIRST TERM

Reading and Elocution  
Drawing  
Physical Geography  
Higher Mental Arithmetic  
Higher Written Arithmetic  
Higher Grammar  
Vocal Music

#### SECOND TERM

Higher Grammar  
History of the United States  
Physiology  
Elements of Algebra  
Book-keeping  
Theory of Teaching  
Vocal Music

## SENIOR YEAR

FIRST TERM	SECOND TERM
Algebra	Geometry (Completed)
Elements of Natural Philosophy and Astronomy	Plane Trigonometry
Rhetoric	Elements of Chemistry or Elements of Mental Philosophy
Geometry (Five Books)	Botany or Zoology
Theory of Teaching.	Practice of Teaching

## Scientific Course

Entering this course with the required preparation, students can graduate in two years. Those who graduate in the Normal Course, can enter the second term of the Junior year. It is the design of this course to prepare teachers for English High Schools. The studies are as follows :

## JUNIOR CLASS

FIRST TERM	SECOND TERM
Geometry (Completed)	Higher Algebra
Plane Trigonometry	Analytical Trigonometry (Half Term)
Chemistry	Spherical Trigonometry and Surveying (Half Term)
Botany or Zoology	Ancient History
Rhetoric	English Literature

## SENIOR CLASS

FIRST TERM	SECOND TERM
Conic Sections and Analytical Geometry	Differential and Integral Calculus
Modern History or Acoustics and Optics	Astronomy
Mental Philosophy	Moral Philosophy
Geology	Analytical Mechanics

## Classical Course

This course is designed to prepare teachers for Classical High Schools. To be admitted to the Freshman Class, a student must possess a *thorough* knowledge of Geography, English Grammar, Arithmetic, Elements of Algebra, History of the United States, Latin and Greek Grammar, Caesar (two books), Virgil (four books of the *Æneid*), Greek Reader, and two books of the *Anabasis*.

The following are the studies of the several Classes :

### FRESHMAN

FIRST TERM	SECOND TERM
Anabasis	Iliad
Sallust and Ovid	Livy
Higher Algebra	Geometry (Five Books)
Rhetoric	Zoology or Botany

### SOPHOMORE

FIRST TERM	SECOND TERM
Memorabilia	Herodotus
Cicero	Horace
Geometry (Completed)	Trigonometry and Surveying
General History	Chemistry

### JUNIOR

FIRST TERM	SECOND TERM
Select Plays of Sophocles	Select Plays of Euripides
Juvenal	Tacitus
Conic Sections and Analytical Geometry	Differential and Integral Calculus
Geology	Astronomy

## SENIOR

FIRST TERM	SECOND TERM
Select Plays of Æschylus	A Dialogue of Plato
A Play of Terence	A Play of Plautus
Acoustics and Optics	Mechanics
Mental Philosophy	Moral Philosophy

Exercises in English, Greek, and Latin Composition will be given throughout the whole course, and, also, such incidental instruction as is essential to a full understanding of the branches studied. Those who prefer it, may select the French and German languages instead of the Greek and Latin of the Junior and Senior years.

In special cases, other equivalent studies may be substituted for some of those mentioned in the regular course; and ladies, unless they desire it, are not expected to study the higher mathematics.

If found qualified, students may enter an advanced class in either of the courses of study. The Trustees will probably be invested with full power to bestow the usual collegiate honors, together with a professional degree to teachers.

To all except experienced and successful teachers, an attendance upon two courses of lectures on Teaching, and Practice in the Model School during one term, are indispensable to graduation. A Thesis upon some professional subject must in all cases be deposited with the proper authorities before graduating.

The State will furnish Diplomas to those who graduate as teachers; to others, they will be furnished by the Institution at a cost of five dollars each.

The additional Certificate for the Practice of Teaching, for the granting of which provision is made in the law, will also be furnished by the State.

The preceding course was set forth in the catalogue of the Lancaster County Normal School for 1859. This is probably the course outlined by Principal Wickersham and forwarded to the Superintendent of Public Schools, as stated in the letter found on page 47.

The catalogue of 1861 shows that the name *Normal Course* was changed to *Elementary Course*. The only change made in the course, as outlined, was the omission of Mental Philosophy. This catalogue shows, for the first time, a division of the students of the school into classes designated A, B, C, D, E, F, G, and H, respectively.

The only change in the Elementary Course, as shown in the catalogue of 1862, relates to the limitation of Algebra by the definite statement "Algebra to Progressions." The course remained unchanged in 1863 for reasons obvious to the student of history.

In the catalogue of 1864 we find the lower courses and Elementary Course as outlined below. The Middle year of the Elementary Course is dropped, and the work extends through two years, designated respectively Junior and Senior. Students are expected to have a fair knowledge of the branches enumerated before entering upon the work of the Elementary Course.

[Catalogue of Millersville, 1864, J. P. Wickersham, A. M.,  
Principal.]

### MODEL SCHOOL COURSE

The pupils in the Model School are generally



from eight to fourteen years of age. A limited number can be received from abroad. The teaching is mainly done by the Graduating Class of the Normal School, but subject to the constant supervision of the Superintendent of the Model School. The school has been in operation under this arrangement for the past five years, with the most marked success.

The course of instruction comprises the usual branches taught in Common Schools, together with the elements of some of the higher branches. Attention is given to Object Lessons, Vocal Music, and Drawing.

### PREPARATORY COURSE

Many of our students enter the school quite deficient in a knowledge of the most elementary branches, and this fact renders necessary a Preparatory Course of study.

This course embraces Orthography and Etymology, Reading and Elocution, Writing and Drawing, Mental and Written Arithmetic, Physical and Political Geography, Grammar and Composition, and Vocal Music.

### ELEMENTARY COURSE

Students with a *fair* knowledge of the branches named in the Preparatory Course can enter this course and graduate in two years. The arrangement of studies for the respective years is as follows :

#### JUNIOR YEAR

The first work for this year is to review *thoroughly* and *with reference to teaching them* the sev-

eral branches of study required by law to be taught in the Common Schools of Pennsylvania—essentially those of the Preparatory Course. This done, the remaining part of the year will be taken up in the studies of Elementary Algebra, Book-keeping, Physiology, and the Theory of Teaching.

## SENIOR YEAR

The studies of the Senior Year are the Elements of Rhetoric, Geometry, Elements of Botany or Geology, Elements of Natural Philosophy, History and Constitution of the United States, and the Theory and Practice of Teaching. All students who graduate are required to practice teaching in the Model School for one-half of a school year.

The catalogue of 1865 specifies the extent of the study of each subject by designating text-books to be used. This is true of all the higher courses outlined in the catalogue. Following is the Elementary Course :

[Catalogue of Millersville, 1865, J. P. Wickersham, A. M.,  
Principal.]

## ELEMENTARY COURSE

Students with a *fair* knowledge of the branches of study named in the Preparatory Course can enter this course and graduate in two years. The arrangement of studies for the respective years is as follows :

## JUNIOR YEAR

D Class.—This Class will review *thoroughly and with reference to teaching them* the several branches of study required by law to be taught in

the Common Schools of Pennsylvania—especially those of the Preparatory Course. The study of the Theory of Teaching will also be commenced.

C CLASS.—This Class will study Algebra (Ray's Part First), Physiology (Hitchcock), Higher Grammar (the analysis and construction of sentences), Book-keeping (Marsh), and the Theory of Teaching.

### SENIOR YEAR

B CLASS.—Geometry (Brooks), Natural Philosophy (Wells), Rhetoric (Quackenbos), and the Theory of Teaching.

A CLASS.—Algebra (Ray's Part Second, through Quadratics), Elements of Botany (Gray), History and Constitution of the United States (Loring). This Class practice Teaching in the Model School for one-half of a school year.

The catalogue of 1866, Principal J. P. Wickersham, A. M. retiring and Edward Brooks, A. M. succeeding, shows few changes in the course. Mental Philosophy is restored, and a note on the principles of the Theory of Teaching is added:—

The Theory of Teaching embraces three things, namely:

I. A knowledge of the Mental and Moral powers, and the Methods of Training them.

II. A knowledge of the Methods of Teaching the different Branches of Study.

III. A knowledge of the Methods of Organizing and Managing Public Schools.

A Thesis upon some educational subject was made one of the requirements of the course.

The Scientific Course, as shown on page 54 from the catalogue of 1860, was modified some-

what in the catalogue of 1861. Teaching during the entire Junior year was added, and Modern History was combined with Ancient History under the title General History. English Literature was transferred to the Senior year, and became optional. Other changes were simply rearrangements of the studies. During 1862 and 1863 this course remained unchanged, and in 1864 was still practically unchanged, although its connection with the Elementary Course became closer. In 1865 Logic was introduced, and in 1865, the Theory of Teaching—including Philosophy of Education and History of Education.

### SCIENTIFIC COURSE

Having completed the studies of the Elementary Course, or their equivalents, students can enter this course and graduate in two years. The studies are as follows :

#### JUNIOR CLASS

FIRST TERM.—Trigonometry (Brooks), Surveying (Davies), Geology (Dana), Zoology (Agassiz), General History (Willson).

SECOND TERM.—Higher Algebra (Ray), Chemistry (Wells), General History (Willson), English Literature (Shaw).

#### SENIOR CLASS

FIRST TERM.—Analytical Geometry (Church), Astronomy (Loomis), English Literature (Shaw), Mental Philosophy (Hickok).

SECOND TERM.—Differential and Integral Calculus (Loomis), Analytical Mechanics (Peck) Logic (Thompson), Moral Philosophy (Hickok).

**Theory of Teaching.**—The Theory of Teaching in this course embraces the Philosophy of Education and the History of Education.

The Classical Course, as outlined in full on page 55, remained practically unchanged until 1866, when all reference to the course was reduced to the following note :

This course is designed to prepare teachers for Classical High Schools. The branches studied are the same as those of the Elementary and Scientific Courses, together with the usual amount of Latin and Greek reading required in Colleges. To complete it will require two years in addition to the time required for the Scientific Course. Exercises in Latin and Greek composition will be given throughout the whole course. Those who prefer it may substitute the French and German languages for an equivalent amount of Latin and Greek reading. (See page 93)

### **Examinations**

The examinations in the early days of the Normal School system of Pennsylvania were conducted under the provisions of the Act of April 15, 1859. The first regular statement of the general plan of the examinations is found in the catalogue for 1862. The words as therein found are as follows :

#### **EXAMINATIONS**

The examinations are conducted by the faculty of the School and by a Board of Examiners. The faculty first examine all candidates for

graduation, and, if satisfied with their qualifications, they refer them to the Board of Examiners for further examination.

The Board of Examiners consists of such Principals of the State Normal Schools as may be designated by the Superintendent of Common Schools ; and the examinations are to be conducted in the presence of the State Superintendent, and the County Superintendents of the Normal District in which the school is located.

The Board of Examiners may ask questions upon all the branches of study included in the several courses ; but this examination is intended to have particular reference to the Theory of Teaching.

The catalogues of 1863, 1864, and 1865 contain the same statement of the plan of examinations. In that of 1866, the following words are added :

A Thesis upon some educational subject will be required as a part of the examination.

Examinations were held under the Act of April 15, 1859, until the Act of April 3, 1872 was passed, changing somewhat the duties of the Board of Examiners, and setting forth the official composition of the Board. The Act provides :

That all examinations of the graduating classes at the Normal Schools shall be conducted by a Board of which the State Superintendent or his Deputy shall be President, of two Principals of the Normal Schools, of whom the Principal of the School where students are under examination shall be one, and two County, City, or Borough Superintendents of the District in which the school is

located, to be appointed by the State Superintendent.

The act of April 12, 1875 determined the number of votes required for graduation.

That no person shall graduate at a State Normal School, or receive a state certificate as a practical teacher, unless by the affirmative vote of four out of five members of the Board of Examiners.

The catalogue of the State Normal School at Indiana, 1875, sets forth the general plan of the examinations under this law (page 69). Modifications of the general plan of examinations were introduced in 1886, (pages 76 and 78), in 1893 (page 79), and in 1894 (page 85).

In April 1895 the Legislature passed an Act authorizing the increase of the Board of Examiners. The general plan of the examinations under this law is shown on page 96 and 97, and the law is quoted on page 98. The modifications therein set forth were adopted at meetings of the Board of Principals in 1894, 1896, and 1897.

### **Diplomas and Degrees**

The first direct statement in regard to diplomas and degrees is found in the Millersville catalogue for 1861. Following is the text :

#### **DIPLOMAS**

A student graduating in the Elementary Course, will receive a diploma, in which will be named the branches he has studied, and by which he will be constituted Bachelor of the Elements ; the Diplomas of those graduating in the Scientific and Classical Courses, will enumerate the distinctive branches of these courses, and constitute their

holders, respectively BACHELORS OF THE SCIENCES, and BACHELORS OF THE CLASSICS.

Regular graduates who have continued their studies for two years, who have practiced their profession during two, full, annual terms in the Common Schools of the State, and who have presented to the faculty and Board of Examiners, a certificate of good moral character and skill in the art of teaching from the Board, or Boards of Directors in whose employment they taught, countersigned by the proper County Superintendent, may receive second Diplomas, constituting them MASTERS in the several studies embraced in the courses in which they graduated, and conferring upon them corresponding professional degrees as follows:—

TEACHERS OF ELEMENTARY DIDACTICS.

TEACHERS OF SCIENTIFIC DIDACTICS.

TEACHERS OF CLASSICAL DIDACTICS.

The Diplomas, granted in accordance with these conditions, will contain an enumeration of the branches of study in which the holder is found proficient, and confer upon him the professional degree to which the extent of his knowledge may entitle him.

All the diplomas are authorized and furnished by the State, and exempt those who hold them from any further examination by authorities acting under the provisions of our Common School laws.

The following special notice, taken from the catalogue of the Millersville Normal School for 1863, shows that there may be occasions rendering necessary some very sudden and complete changes in the Normal School Course. All honor to the brave sons of Millersville who so nobly rose to



the needs of the crisis when the high-water mark of the rebellion was reached :—

“The term of School which would have ended on September 4th was suddenly interrupted by the rebel invasion of the State ; and after the approach of the enemy to the Susquehanna, and the burning of the Columbia Bridge, it was found impossible to keep the school together, and the largest number of students ever assembled in the Normal School scattered—some to seek the security of home, and others to aid in driving back the ruthless invaders of our soil.

The Principal of the School raised a Regiment, the 47th P. V. M., in which were two Professors of the Institution, and a large number of its students. The Regiment, having accomplished the work assigned it, was mustered out of service on the 13th of August.

*The Normal School will therefore re-open as usual on the second Monday in October. (1863)”*

Data kindly furnished by Dr. J. R. Flickinger, from a series of catalogues of the Edinboro State Normal School, give the courses of study in that venerable institution. Recognized as a State Normal School in 1861, the institution sets forth in its first catalogue the following courses :

#### PREPARATORY COURSE

Designed to fit students for entrance upon the Higher Courses.

#### NORMAL COURSE

Designed for students who have passed the Preparatory Course, and for those who, upon examination, are found to possess a fair knowledge of

the branches required by law to be taught in the common schools. The course covers three years, and the studies are as follows :

### JUNIOR YEAR

Orthography; Etymology; Reading and Elocution; Writing; Drawing; Geography, Political and Physical; Arithmetic, Mental and Written; English Grammar; Science of Language; and Vocal Music.

### MIDDLE YEAR

Reading and Elocution; Drawing of Maps; Geography, Topical and Physical; Higher Arithmetic, Mental and Written; Science of Language; Pencil and Crayon Drawing; Vocal Music; History of the United States; Physiology; Higher Algebra; Book-keeping; and Theory of Teaching.

### SENIOR YEAR

Algebra, completed; Geometry; Elements of Natural Philosophy; Grammar and Rhetoric; Elements of Geology; Theory of Teaching; Plane Trigonometry and Surveying; Elements of Chemistry; Mental Philosophy; Botany or Zoology; Elements of Political Science; and Theory and Practice of Teaching.

An examination of the above course shows that in the Junior year there were no professional studies, and that no Latin was taught in the course. It was intended to prepare teachers for the common schools, and thus corresponded to our present Elementary Course.

A Change in the Normal Course appears in the catalogue of 1865. It is now called the Elementary Course, and extends through two years designated respectively Junior and Senior. Students are expected to have a fair knowledge of Orthography, Reading and Elocution, Writing, Draw-

ing, Mental Arithmetic, Written Arithmetic, Political Geography, Physical Geography, Grammar and Composition, and Vocal Music.

### JUNIOR YEAR

A thorough review, with reference to teaching them, of the several branches of study required by law to be taught in the Common Schools of Pennsylvania. Also Elementary Algebra, Book-keeping, Physiology, and the Theory of Teaching.

### SENIOR YEAR

Elements of Rhetoric; Geometry; Elements of Botany or Geology; Elements of Natural Philosophy; History and Constitution of the United States; and Theory and Practice of Teaching, including one-half year in the Model School.

The catalogue of 1868 contains only the Elementary Course extending through two years. The chief difference between it and the present course are the absence of Latin, Physical Culture, and General History and the presence of Solid Geometry and Ethics.

In this catalogue is found the first reference to State Aid for students. The Legislature of 1867 appropriated \$12000 for the education of teachers in Normal Schools during the year beginning June 1, 1868. The conditions on which it was granted were the same as at present. The same Act also provided for the payment of fifty dollars to each graduate.

Additional light as to the character of the courses of study pursued in the Normal Schools of the State is given by the First Catalogue of the Indiana State Normal School for the year 1875. The Elementary Course at that date is given below :

[Indiana First Catalogue 1875,  
Edmund B. Fairfield, D. D., LL. D.]

## PREPARATORY

Orthography; Reading and Elocution; Writing; Drawing; Mental Arithmetic; Written Arithmetic; Geography; English Grammar; and Vocal Music.

## JUNIOR YEAR

Orthography; Mental Arithmetic; English Grammar; Written Arithmetic; Reading and Elocution; Writing; Drawing; Lectures on Anatomy and Physiology; Etymology; History of the United States; Physical Geography; Higher Arithmetic; Elementary Algebra; Vocal Music; Natural Philosophy; and *English History*.

## SENIOR YEAR

Algebra, completed; Geometry; Rhetoric; *Reading and Elocution*; School Economy; Physiology; *Book-keeping*; *Chemistry*; Science of Government; Constitution of the United States; Botany; General History; Mental Philosophy; *Moral Philosophy*; Theory of Teaching; and Practice of Teaching.

## EXAMINATIONS

The examinations at this time were conducted by a State Board consisting of five members who tested the qualifications of the candidates upon *ALL* of the branches of the course *at the close of the Senior year*. Admission to the Senior class was in the hands of the faculty. According to this catalogue, special attention was given to the *science and art of teaching*.

Dr. Edmund B. Fairfield was at that time Principal of the school at Indiana.

[Indiana Catalogue 1877, David M. Sensenig, M. S.]

## ELEMENTARY COURSE

A thorough knowledge of the branches taught in common schools as required by law, including higher Arithmetic and higher Grammar ; also,

GEOGRAPHY.—Physical, as much as is found in Warren's ; and Mathematical, as much as is found in Smith's.

ETYMOLOGY.—As much as in Webb's Etymology.

GEOMETRY.—Plane Geometry.

ALGEBRA.—As found in the elementary text-books.

BOOK-KEEPING.—Single entry, as found in the ordinary text-books, with the knowledge of the use of checks, notes, drafts, etc.

PHYSIOLOGY.—As found in the large common school text-books.

NATURAL PHILOSOPHY.—As found in the ordinary text-books, with the use of apparatus.

RHETORIC.—As found in the ordinary text-books.

HISTORY of the UNITED STATES and CONSTITUTION.—As in ordinary text-books.

BOTANY.—As in ordinary text-books.

PENMANSHIP.—To be able to explain and teach some approved system, the writing-books to be presented to the Board of Examiners.

DRAWING.—As much as two of Bartholomew's drawing-books, with six months' free-hand drawing.

VOCAL MUSIC.—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

**THEORY OF TEACHING.**—This embraces three things, namely :

1. A knowledge of the mental and moral powers, and the methods of training them.
2. A knowledge of the methods of teaching the different branches of study.
3. A knowledge of the methods of organizing and managing public schools.

**THE PRACTICE OF TEACHING.**—This includes forty-five minutes of daily practice in the Model School for at least one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

The **THEORY of TEACHING** must be commenced the second half of the junior year, and continued during the entire course.

Though not required by law, we advise the members of this course to take at least one year's drill in Latin.

A single sheet, issued in the fall of 1877 or spring of 1878, has the general heading, "Courses of Study as Recently Revised," but is without date or signature by which it can be located chronologically. The Elementary Course as therein outlined is given below :

[State Normal Schools, Course of Study as Recently Revised]

### ELEMENTARY COURSE

A thorough knowledge of the branches taught in common schools, as required by law, including higher Arithmetic and higher Grammar ; also,

**GEOGRAPHY.**—Including the leading principles of Physical and Mathematical Geography.

**GEOMETRY.**—Plane Geometry, including the circle.

**ALGEBRA.**—As found in the elementary text-books.

**BOOK-KEEPING.**—Single entry, as found in the ordinary text-books, with the knowledge of the use of checks, notes, drafts, etc.

**PHYSIOLOGY.**—As found in larger common school text-books.

**NATURAL PHILOSOPHY.**—As much as in Steele's fourteen weeks' course.

**RHETORIC and ENGLISH CLASSICS.**—The Outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English Classics.

**LATIN.**—The Elements, including as much as in Jones' Latin Lessons, or the first book of Caesar through the Helvetian War.

**HISTORY of the UNITED STATES and CONSTITUTION.**—As in ordinary text-books.

**BOTANY.**—As in ordinary text-books.

**PENMANSHIP.**—To be able to explain and teach some approved system, the writing-books to be presented to the Board of Examiners.

**DRAWING.**—As much as two of Bartholomew's drawing-books, with six months' free-hand drawing.

**VOCAL MUSIC.**—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

**MENTAL PHILOSOPHY.**—Outlines of Mental Philosophy, including the intellect, the sensibilities, and the will.

**METHODS of INSTRUCTION.**—All in "Methods of Instruction," except the Dead Languages, Liv-

ing Foreign Languages, Formal Sciences in General, Logic, Instruction in Rational Science, the Philosophy of History, and the Arts in General.

SCHOOL ECONOMY.—The whole work.

THE PRACTICE of TEACHING.—This includes forty-five minutes of daily practice in the Model School for one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

THE THEORY of TEACHING must be commenced the second half of the Junior year, and continued during the entire course.

A comparison of the course as outlined above with that found in the Indiana catalogue of 1877 shows that in the revision a considerable number of changes were made, of which the more important were :

1. The definite introduction of Latin.
2. The differentiation of the professional studies into School Economy, Methods of Instruction, and Mental Philosophy.
3. The introduction of English Literature, including the study of one selection from each of four English Classics.
4. The importance of proper power in Reading seems to have been emphasized in the Indiana catalogue of 1875, since it was continued throughout the course. A true basis for the study of the History of the United States was found in its correlation with English History as an actual study in the course.
- 5 The determination of the amount of Drawing, although not very clearly defined.
6. The study of Science of Government



mentioned in the catalogue of 1875 may have meant the study of Civil Government as now known. Also the History of the United States and Constitution, mentioned in the catalogue of 1875, probably involved all the study of Civil Government as then pursued in the schools.

7. The suggestion of the introduction of Latin into the course is found in the Indiana catalogue of 1877.

A catalogue of 1878, Lock Haven School, Albert N. Raub, A. M., Principal, contains the same course with the studies classified according to a plan nearly the same as that now in general use. Following is the course :

[Lock Haven Catalogue 1878, Albert N. Raub, A. M.]

### ELEMENTARY COURSE

LANGUAGE.—Orthography; Reading; and Elocution; English Grammar; Composition; Outlines of Rhetoric, and English Classics; Elements of Latin, including the First Book of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra; Plane Geometry.

NATURAL SCIENCE.—Geography, including the leading principles of Physical and Mathematical Geography; Physiology; Natural Philosophy; Botany.

HISTORY.—History of the United States; Constitution of the United States.

THE ARTS.—Penmanship; Drawing; Vocal Music; Book-keeping.

PROFESSIONAL STUDIES.—School Economy; Methods of Instruction; Mental Philosophy.

PRACTICE of TEACHING.—This includes at

least forty-five minutes of daily practice in the Model School for one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

A THESIS must be written upon some educational subject, and will be considered as part of the examination.

For special use in the school at Lock Haven, the Elementary Course was divided into three parts: the Preparatory, the Junior year, and the Senior year. The State Examination was held at the end of the Senior year by a Board of Examiners consisting of the State Superintendent as President of the Board, two County or City Superintendents of the Normal District, and two Principals of State Normal Schools of whom the Principal of the school was one.

An important note bearing upon the subject of changes in the course is here found:

"NOTE.—Students during the year 1879 are permitted to graduate on the former basis of study, which, in the Elementary Course, omits Latin and retains Etymology and Physical Geography."

This shows that the time set for the general introduction of Latin into the Course was the fall of 1879.

An examination of the Catalogues of the California State Normal School for 1882 and 1883, George P. Beard, A. M., Principal, shows no change in the Course. The work is arranged for the school on the basis of a division into four classes D, C, B, and A, a system still in practical service in many of the Normal Schools.

A catalogue of the Lock Haven State Normal School for 1883, Albert N. Raub, Ph. D., Principal, shows no change from that of 1878. The same

course is found in a catalogue of 1884, issued from the same school, Albert N. Raub retiring, and George P. Beard assuming the principalship.

The year 1885 brought no changes, but in the spring of 1886 the Elementary Course was divided into definite Junior and Senior years, and examinations were instituted providing for admission into the Senior class. The State Examinations were changed in such a manner that the faculty now presented for examination a Junior as well as a Senior class. It is believed that the adoption of this plan was optional for the year ending in June 1886, and that it went into general effect in June 1887.

The following is the course as found in the catalogue of the Lock Haven State Normal School for 1886, George P. Beard, A. M., Principal.

It will be noticed that the subject of Arithmetic is divided, placing Mensuration in the Senior year in closer correlation with Geometry. Introductory Latin is placed in the Junior year.

Also, Civil Government is found for the first time under this heading, although it had been pursued under the titles of "History of the Constitution" and "Constitution of the United States" in the years preceding. Drawing is more clearly defined by the introduction of the time limit. These changes are confirmed by a series of catalogues of Bloomsburg State Normal School, furnished by Dr. Waller.

[Lock Haven Catalogue 1886, George P. Beard, A. M.]

## ELEMENTARY COURSE

[Recently Revised]

### JUNIOR YEAR

PEDAGOGICS.—Elements of School Management and Methods.

LANGUAGE.—Orthography and Reading; English Grammar, including Composition; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic, except Mensuration; Elementary Algebra.

NATURAL SCIENCE.—Physiology and Hygiene.

HISTORICAL SCIENCES.—Geography—Physical, Mathematical, and Political; History of the United States; Civil Government.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to Board of Examiners; Book-keeping, Single Entry, seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least one-third of a year.

#### SENIOR YEAR

PEDAGOGICS.—Psychology, embracing the Intellect, Sensibilities, and Will; Methods; History of Education; Model School Work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a Professional subject.

LANGUAGE.—The Outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English Classics; Latin, Caesar, through the Helvetian War.

MATHEMATICS.—Arithmetic; Mensuration; Plane Geometry.

NATURAL SCIENCES.—Elementary Natural Philosophy; Botany.

HISTORICAL SCIENCES.—Reading of General History in connection with the History of Education.

THE ARTS.—Elocutionary Exercises in connection with the study of English Literature.

### EXAMINATIONS

1. Admission to the Senior Class shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Senior Class students must be qualified in the Junior studies; but the examination in Pedagogics shall be deferred to the Senior year, the examination in the remaining studies of the Junior year to be final.

3. Any person or persons not in actual attendance during the Spring session, if recommended by the faculty, may be examined in the Junior studies at the opening of the Fall term, by the Principal and two Superintendents who were members of the State Board; and the examination papers, if approved by these three examiners, shall be submitted to the Superintendent of Public Instruction for approval; and if he approve them, such person or persons shall be admitted to the Senior class.

4. A certificate setting forth the fact of the passing of the Junior course of study shall be prepared by the Department, and signed by the Board, and shall entitle the holder thereof to admission into the Senior class of any State Normal School of Pennsylvania at the beginning of any Senior year.

From the year 1886 until 1893 no change was

made in the Elementary Course, but at a meeting of the Principals of the State Normal Schools held February 4, 1891, besides the adoption of a post-graduate course, the following rule in regard to examinations relating to admission into the Senior class was adopted :

"All who wish to enter the Senior Class must now pass the State Examination at the close of the Spring Term. No student who has been denied admission to or who has been rejected from the Junior class of any State Normal School can be admitted to the Junior class of any other State Normal School during the same year."

In 1893 certain changes were made in the Elementary Course, and the following rule was adopted allowing examination in six or more studies of the Junior course:

"Whenever one or more students are recommended by the faculty for examination in six or more studies of the Junior course, the State Board of Examiners shall examine such candidates, and the examination shall be final only in the school in which the candidate passes in all the branches selected. The above provision for examination shall take effect in June 1893; the changes in the Junior studies shall take effect in June 1894; and those in the Senior studies in June 1895."

The Elementary Course as thus revised is here given :

[Catalogue of Slippery Rock State Normal School 1893,  
Albert E. Maltby, Principal]

### JUNIOR YEAR

[To take effect June, 1894]

PEDAGOGICS.—Elements of School Manage-

ment, and Methods of Teaching the Common Branches.

LANGUAGE.—Orthography and Reading; English Grammar, including Composition; Rhetoric; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra, to Quadratic Equations; Plane Geometry, first two books.

NATURAL SCIENCE.—Physiology and Hygiene.

HISTORICAL SCIENCES.—Geography—Physical, Mathematical, and Political; History of the United States; Civil Government.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least one-third of a year.

PHYSICAL CULTURE.—“*The exercises and drills in the gymnasium are maintained for the health of the students, and as an important element in the professional education of the teacher. The course, as arranged at present, comprises gymnastics for public schools; posings; marches; exercises with wands, bells, and clubs; and Delsarte movements.*”

[Special development of the topic for the school]

In this State Normal School the work of the Junior year is divided into parts designated respectively C, B, and A, and students are classed in divisions corresponding to these parts.

## SENIOR YEAR

[To take Effect June 1895]

**PEDAGOGICS.**—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a Professional subject.

**LANGUAGE.**—English Literature, at least a fourteen weeks' course, including the thorough study of four English Classics; Latin, Caesar through the Helvetian War.

**MATHEMATICS.**—Elementary Algebra, completed; Plane Geometry, completed.

**NATURAL SCIENCES.**—Elementary Natural Philosophy; Botany.

**HISTORICAL SCIENCES.**—Reading of General History in connection with the History of Education.

**THE ARTS.**—Elocutionary exercises in connection with the study of English Literature; Manual training.

The Slippery Rock State Normal School adopted Orthography, Reading, Geography, History, Penmanship, Book-keeping, and Vocal Music as the branches in which students recommended by the faculty were to be examined as Sub-Juniors. [Known as Junior C. class]

The important changes made in the Elementary Course in 1893 were :

1. The restoration of Mensuration to the Junior year under the subject of Arithmetic.

2. The division of Algebra into two parts [Quadratics], and the placing of quadratics and



higher Algebra in the Senior year.

3. The division of Plane Geometry by providing for the examination on the first two books at the close of the Junior year.

4. The removal of Rhetoric from the Senior to the Junior year.

5. The introduction of Manual Training into the Senior year.

6. The establishment, in partial form, of the so-called Sub-Junior examinations.

7. The requirement of two meetings of the Senior class each week for the discussion of the practice of teaching, although dropped from many catalogues before this time, seems now to have been officially omitted. [Present in Bloomsburg catalogue of 1890.]

From a sheet entitled "Recommendations submitted to the Board of Principals," undated, and without signature, but evidently presented at the meeting of 1893, the following recommendations which were not adopted are taken :

1. That the Elementary Course be called the "English Course."

2. That the degree of Bachelor of Elementary Pedagogics [B. E. P.] be granted to graduates in this course, to be followed by the degree of Master of Elementary Pedagogics [M. E. P.]

3. That a higher course in Pedagogics be established, leading to the degree of Bachelor and Master of Pedagogics. [B. P. and M. P.]

4. That a certificate similar to the Junior certificate be issued to students who pass the examination in the Preparatory studies.

5. That an attendance of at least twelve

weeks at a Normal School, or an experience of at least one term as teacher in the public schools, be required of all applicants for admission into the Senior class.

6. That General History and Botany be transferred to the Junior year, and that Mensuration be retained in the Senior year.

7. That Senior Latin be increased to two books of Caesar.

8. That Manual Training be introduced into the Junior year, and that the Senior course in this subject consist of forty lessons.

The changes actually made in 1893, to take effect not later than 1895, were evidently unsatisfactory. This is shown by the fact that at a meeting called December 11, 1894, many of these changes were reversed even before they had gone into effect.

At this meeting three Advanced Courses were adopted, and the Elementary Course revised as follows:

[Catalogue of Keystone State Normal School  
George B. Hancher, Ph. D., Principal]

### ELEMENTARY COURSE

[As revised December 11, 1894, to take effect not later than 1896]

#### PREPARATORY STUDIES

LANGUAGE.—Orthography; Reading.

NATURAL SCIENCE.—Physiology and Hygiene.

HISTORICAL SCIENCES.—Geography, Political and Physical; History of the United States.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners.

Other studies, as Arithmetic, English Grammar, Algebra, etc., shall be added to the Preparatory year, said studies to be selected by each Normal School, but the "final" examination in these added branches shall be deferred till the end of the Junior year.

## JUNIOR YEAR

PEDAGOGICS.—School Management; Methods of Teaching the Common Branches.

LANGUAGE.—English Grammar; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra.

NATURAL SCIENCE.—Botany.

HISTORICAL SCIENCE.—Civil Government.

THE ARTS.—Drawing, a daily exercise for at least twenty-four weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, including a knowledge of common business papers, and a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least twelve weeks.

PHYSICAL CULTURE.

## SENIOR YEAR

PEDAGOGICS.—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a professional subject.

LANGUAGE.—Rhetoric and Composition; Eng-

lish Literature, at least twelve weeks' work, including the thorough study of four English Classics; Latin, Caesar through the Helvetian War.

MATHEMATICS.—Plane Geometry.

NATURAL SCIENCE.—Elementary Natural Philosophy.

HISTORICAL SCIENCE.—General History.

THE ARTS.—Elocutionary exercises in connection with English Literature; Manual Training.

PHYSICAL CULTURE.

The most noticeable change made in the course was the official recognition of the Preparatory year by the specification of the studies comprised in it. Other changes were as follows :

1. The separation of Algebra into two parts was abandoned, and the subject was placed in the Junior year.
2. The division of Plane Geometry was also abandoned, and the subject placed in the Senior year.
3. Botany was transferred to the Junior year.
4. Drawing was reduced to twenty-four weeks, the Model School work to twenty weeks, and Vocal Music to twelve weeks.
5. Book-keeping was made to include a knowledge of common business papers.
6. General History was officially made a separate branch of study.
7. The examination in the entire subject of Latin was placed at the close of the Senior year.
8. The discontinuance of the issuing of Junior certificates directly to the student.
9. Candidates for graduation were allowed

to take examinations in higher branches, the same to be named in their certificates.

10. Persons who have been graduated in any course were allowed examination in any branches of a higher course, the subjects to be named on the back of their diplomas.

11. A list, certified by the faculty and setting forth the grades obtained by the applicants for examination in the various branches, was officially required to be presented to the Board of Examiners.

12. A recommendation was made that the Legislature enact a law authorizing the possible increase of the Board of Examiners by the appointment of not more than six superintendents. [See Act of April 20, 1895.]

At a meeting of the Board of Principals held February 5, 1896, an amendment was made to Rule 8, governing examinations, as follows :

"The certificate presented for applicants for admission to the Senior class in the Elementary Course shall also set forth the standing of said applicants in the studies of the Junior year in which they are not examined." This is found in only one of the catalogues examined. [Shippensburg]

At this meeting the question of uniform examinations was discussed, but no direct action was taken.

At the meeting held November 5, 1896, the following actions were taken :

1. That after 1897 the State Normal Schools of Pennsylvania discontinue issuing degrees to graduates in the Elementary Course, except the degree of Master of Elements to those holding the

degree of Bachelor of Elements. [B. E. and M. E.]

2. Granting the degree of Bachelor of Pedagogics to graduates in the Regular Normal Course, and the degree [M. P.] after two years' successful teaching.

3. Granting the degree of Bachelor of Science to graduates in the Scientific Course, and the degree of Master of Science after two years' successful teaching. [Was this not already the practice?]

4. Examination in Junior Latin was restored.

At the meeting of the Board of Principals held November 4, 1897, the following actions were taken :

1. That the Middle State College requirement in English be adopted as the requirement of the course for the preceding year in the Normal Schools. [Obligatory after 1898]

2. That the separate examination in the Preparatory studies—known as the Sub-junior examination—be abolished. [To take effect not later than 1899]

The following is the Elementary Course as it stands to-day :

## JUNIOR YEAR

PEDAGOGICS.—School Management; Methods of Teaching the Common Branches.

LANGUAGE.—Orthography and Reading; English Grammar, including Composition; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra.

NATURAL SCIENCES.—Geography, Political

and Physical; History of the United States; Civil Government.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-four weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, including a knowledge of common business papers, and a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least twelve weeks.

PHYSICAL CULTURE.—Calisthenic Exercises.

### SENIOR YEAR

PEDAGOGICS.—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty weeks of teaching daily during one period of not less than forty-five minutes; a Thesis on a professional subject.

LANGUAGE.—Rhetoric and Composition; English Literature, at least twelve weeks' work, including the thorough study of four English Classics; Latin, Caesar, through the Helvetian War.

MATHEMATICS.—Plane Geometry.

NATURAL SCIENCE.—Elementary Natural Philosophy.

HISTORICAL SCIENCE.—General History.

THE ARTS.—Elocutionary exercises in connection with the study of English Literature; Manual Training.

PHYSICAL CULTURE.

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## THE SCIENTIFIC COURSE

The Normal School Law provides for three distinct courses of study :—The Elementary Course, the Scientific Course, and the Classical Course.

The Edinboro catalogue of 1861 specifies the Scientific as a two years' course. The graduates from the Normal Course were permitted to complete this course in a year and one-half. The design of this course was to prepare teachers for the *English High Schools*. The studies were as follows:

### JUNIOR YEAR

Higher Algebra; Geometry; Plane Trigonometry; Analytical Trigonometry; Surveying; History of English Literature; Chemistry; Botany or Zoology.

### SENIOR YEAR

Analytical Geometry and Conic Sections; Differential and Integral Calculus; Analytical Mechanics; Natural Philosophy; Geology; Astronomy; Mental Philosophy; Moral Philosophy; and Political Science.

The catalogue of Indiana Normal School for 1875 contains a Scientific Course arranged for that institution. In its broad outline it does not differ materially from the more systematic course found in the catalogue of 1877 of the same institution, and also in the catalogues of Bloomsburg and Lock Haven for 1878. The course is here given :

### SCIENTIFIC COURSE

Plane and Spherical Trigonometry and Surveying.



Higher Algebra—As in ordinary text-books.

Analytical Geometry and Calculus.

Chemistry—As found in ordinary text-books.

Natural Philosophy—As much as in Olmsted.

Zoology—As found in Agassiz and Gould.

Geology—As found in ordinary text-books.

General History—As found in Weber and Wilson.

Astronomy—As found in Loomis.

Logic—As much as in Atwater.

Mental and Moral Philosophy—As much as in Haven or Hickok.

Elements of Latin—Including four books of Caesar.

English Literature—As much as in Shaw, and the study of English Classics for one-third of a school year.

Theory of Teaching—As much as in the Elementary Course, and the whole of "Methods of Instruction."

Substitutions—Students may be permitted to substitute for Spherical Trigonometry, Analytical Geometry, Calculus, the mathematical parts of Natural Philosophy and Astronomy, and the latter third of Higher Algebra an equivalent amount of Latin, French, or German.

No changes were made in this course until 1886, when the subject Philosophy of Education was introduced, the amount of Latin greatly increased, and a Course of Professional Reading required in place of the direct study of a special text.

The present excellent classification of the various branches under the broad subjects, PEDAGOGICS, LANGUAGE, MATHEMATICS, NAT-

URAL SCIENCES, HISTORICAL SCIENCES, and THE ARTS, was then applied in the Scientific Course as well as in the Elementary Course. The first catalogue in which this plan of classification is found is that of Lock Haven for 1878. The Scientific Course as revised in 1886 is here given :

[Catalogue of Bloomsburg State Normal School, 1886,  
D. J. Waller, Jr., Principal]

## SCIENTIFIC COURSE

**PEDAGOGICS.**—Moral Philosophy; Logic; Philosophy of Education; Course of Professional Reading, with abstracts, notes, criticisms, to be submitted to Board of Examiners.

**LANGUAGE.**—Latin, six books of Virgil, four orations of Cicero, the Germania of Tacitus, or a full equivalent; an equivalent of Greek, French, or German will be accepted for Spherical Trigonometry, Analytical Geometry, Calculus, Mathematical Natural Philosophy, and Mathematical Astronomy; Literature.

**MATHEMATICS.**—Higher Algebra; Solid Geometry; Plane and Spherical Trigonometry, and Surveying, with the use of instruments; Analytical Geometry; Differential and Integral Calculus.

**NATURAL SCIENCES.**—Natural Philosophy, as much as in Snell's Olmsted; Astronomy, Descriptive and Mathematical; Chemistry; Geology and Mineralogy; Zoology.

**HISTORICAL SCIENCE.**—General History.

This course remained unchanged until December 11, 1894, when it was slightly changed by decreasing the requirements in Latin, and rendering specific the study of English, Grecian, and Roman

History. Entomology was named as specialized in the subject of Zoology. The course as arranged was made to include the studies of the Regular Normal Course. [Three years]

At the meeting held February 4, 1891, a one year's post-graduate course was adopted :

[Catalogue of Indiana State Normal School, 1891,  
Z. X. Snyder, Ph. D., Principal.]

## POST-GRADUATE COURSE

[One Year]

PEDAGOGICS.—Advanced Psychology; Moral Philosophy; Logic; Practice in Teaching; a careful reading of "Quick's Educational Reformers," "Fitch's Lectures on Teaching," and "Payne's Contributions to the Science of Education," with written notes and criticisms.

LANGUAGE.—Latin: three books of Ceasar, and three books of Virgil.

MATHEMATICS.—Solid Geometry; Plane Trigonometry and Surveying.

NATURAL SCIENCES.—Chemistry, Zoology, and Astronomy.

HISTORY and LITERATURE.—General History; History of English and American Literature, with a careful study of four classics with written notes and criticisms, and a course of general readings.

This course was merged in the Regular Normal Course as adopted December 11, 1894.

## THE CLASSICAL COURSE

This course as outlined in the Edinboro catalogue for 1861 extended through four years. It was designed to prepare teachers for *Classical High*

Schools. For admission, examination in the following subjects was required :

Arithmetic; Elements of Algebra; English Grammar; Latin Grammar; Caesar, two books; Virgil, four books; Greek Grammar and Reader; Anabasis, two books; Geography; and History of the United States.

The studies included in the course proper were about the same as those found in the classical courses of our smaller colleges. It included four years' work in Latin and Greek; Higher Mathematics; and Sciences. It also provided for optional attendance upon two courses of lectures on the Theory of Teaching, Practice in the Model School for one term, and a Thesis on a professional subject.

In the Third Catalogue of the Indiana State Normal School, the general scope of the Classical Course is stated as follows :

"This course is intended to qualify teachers for the classical department of instruction in graded and high schools and academies. It includes the studies of the Elementary and Scientific Courses, and the usual collegiate course in Latin and Greek. French and German may be substituted for an equivalent amount of Latin and Greek."

The number of graduates in this course was never large in any of the schools, and the course was dropped from the catalogues of all the schools between 1879 and 1886. [A case of innocuous desuetude]

The catalogues of many of the Normal Schools contain excellent College Preparatory Courses in which the student may, if he so desire, fit himself

for classes higher than the Freshman class. The Normal Schools allow the student to vary the course to suit the requirements of the college the student expects to enter. Stress is placed upon the preparation in English, a weak point of many applicants for admission to college. Many students receive their whole preparation for admission from the work done in these courses.

### ADVANCED PEDAGOGICS

[For Graduates]

At a meeting of the Principals of the State Normal Schools of Pennsylvania, called December 11, 1894, three advanced courses were adopted.

### REGULAR NORMAL COURSE

[Three Years]

This Course includes the studies of the Elementary Course, and the following branches:

PEDAGOGICS.—Advanced Psychology; Moral Science; Philosophy of Education; Methods of Teaching; Practice of Teaching; Pedagogical Works: Froebel, Education of Man; Quick, Educational Reformers; Fitch, Lectures on Teaching; School Supervision; School Apparatus; Discussion of Manual Training; Physical Culture, etc.

MATHEMATICS.—Solid Geometry; Plane and Analytical Trigonometry; Surveying.

LANGUAGE.—Latin; Caesar, three books; Virgil's Aeneid, three books; Cicero, three orations.

NATURAL SCIENCE.—Chemistry, including Chemistry of Soils; Zoology, including Entomology; and Geology.

LITERATURE.—Higher Literature, English

and American, including a study of at least four classics.

(A full equivalent will be accepted for any of the text-books named in this Course.)

## SCIENTIFIC COURSE

[Four Years]

This Course includes the studies of the Regular Normal Course, and the following branches:

PEDAGOGICS.—Logic; Course of Professional Reading selected from regular or advanced Normal Course; a Thesis on a professional subject.

LANGUAGE.—Latin: three books of Virgil's Aeneid, three orations of Cicero, or a full equivalent; (an equivalent of Greek, German, or French will be accepted for any of the following studies: Virgil, Cicero, Higher Algebra, Spherical Trigonometry, Surveying, Analytical Geometry, Calculus, Mathematical Natural Philosophy and Mathematical Astronomy, and an equivalent of Latin and Advanced work in Natural Science for any of the foregoing mathematical studies.)

## ADVANCED NORMAL COURSE

[Five Years]

This course includes the studies of the Scientific Course, and one year's additional work in Pedagogics, as follows:

PSYCHOLOGY.—James, Advanced Course.

Laurie's Institutes of Education; Rein's Outline of Pedagogy; Rosmini's Method in Education; Herbart's Science of Education; Spencer's Education; Davidson's Education of the Greek People.

Discussion of Methods and Objects of Leading

Educators : Froebel, Pestalozzi, Dr. Arnold, Horace Mann, and others.

Discussion of Educational Theories.

Education in the United States; Education in Pennsylvania (Wickersham); General Survey of History of Public Education in Germany, France, and England.

Advanced work in Language, Mathematics; Natural Science, etc., may be taken at the option of the student.

A full equivalent will be accepted for any of the text-books in the Course.

The rules for final examinations as they now stand are here given :

## **RULES FOR FINAL EXAMINATIONS**

### **Of the Junior and Senior Classes in the Elementary Course.**

1. Admission to the Senior class shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Senior class, persons must be examined in all the Junior studies, except Methods, and the examination in these branches shall be final. No substitutions or conditions shall be allowed for any of studies required for admission to the Senior class.

3. If the faculty of any State Normal School, or the State Board of Examiners, decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same school year.

4. If a person who has completed the Jun-

ior studies at any State Normal School, desires to enter any other State Normal School, the Principal of the School at which the examination was held shall send the proper certificate to the Principal of the School which the person desires to attend. Except for the reason here stated, no certificate setting forth the fact of the passing of the Junior studies shall be issued.

5. Candidates for graduation shall be examined in all the branches of the Senior year. They shall have the opportunity of being examined in any of the higher branches, including vocal and instrumental music and double entry book-keeping; and all studies completed by them shall be named in their certificates.

6. Persons who have been graduated in any Course may be examined at any State Examination in any branches of a higher course, and the Secretary of the Board of Examiners shall certify, on the back of their diplomas, to the passing of the branches completed at said examination.

7. A certificate setting forth the proficiency of all the applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the faculty and presented to the Board. The certificate presented for applicants for admission to the Senior class in the Elementary Course shall also set forth the standing of said applicants in the studies of the Junior year in which they are not examined.

8. The Board of Examiners is appointed by the State Superintendent of Public Instruction, and is composed as follows: The State Superintendent or Deputy Superintendent, who is Presi-

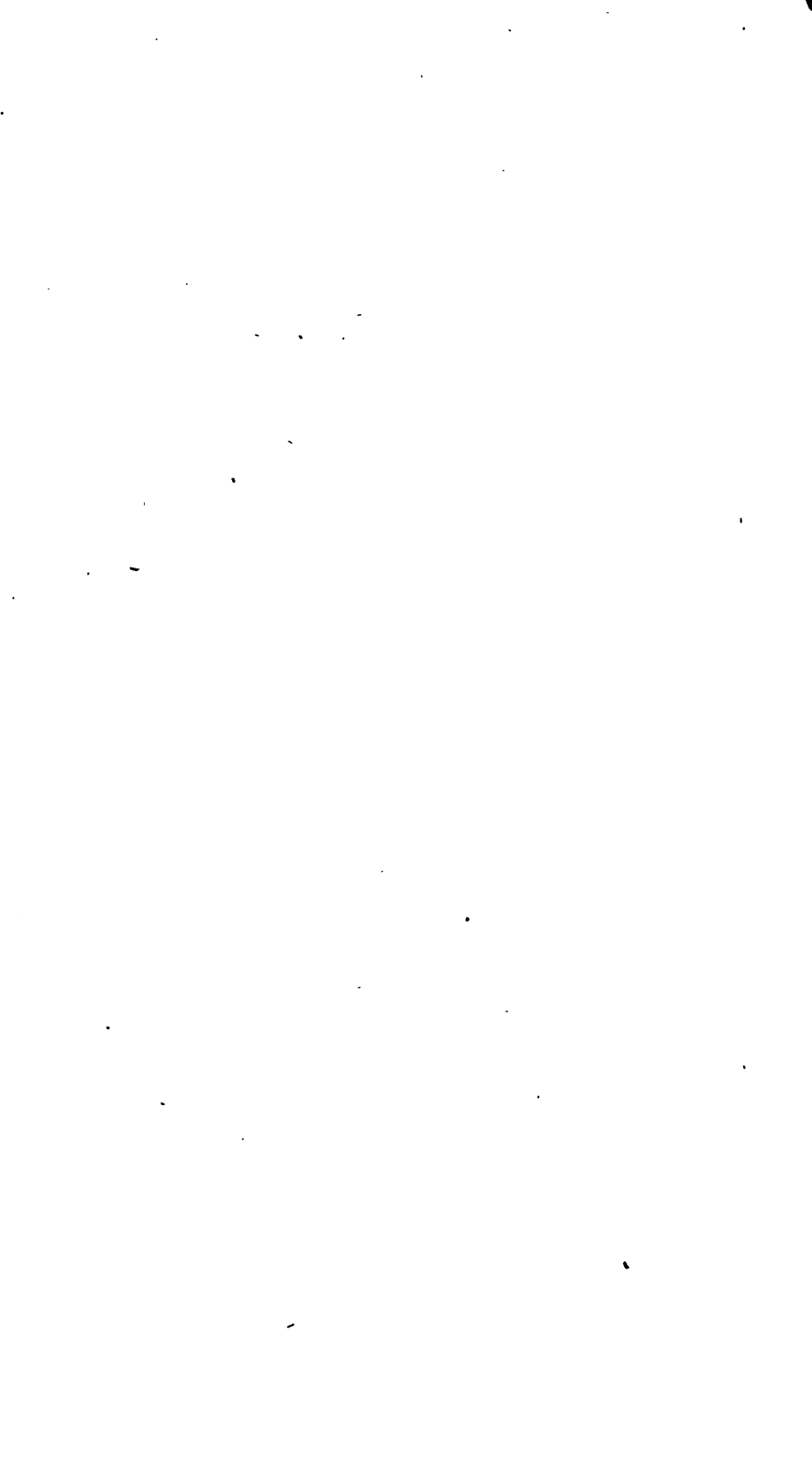


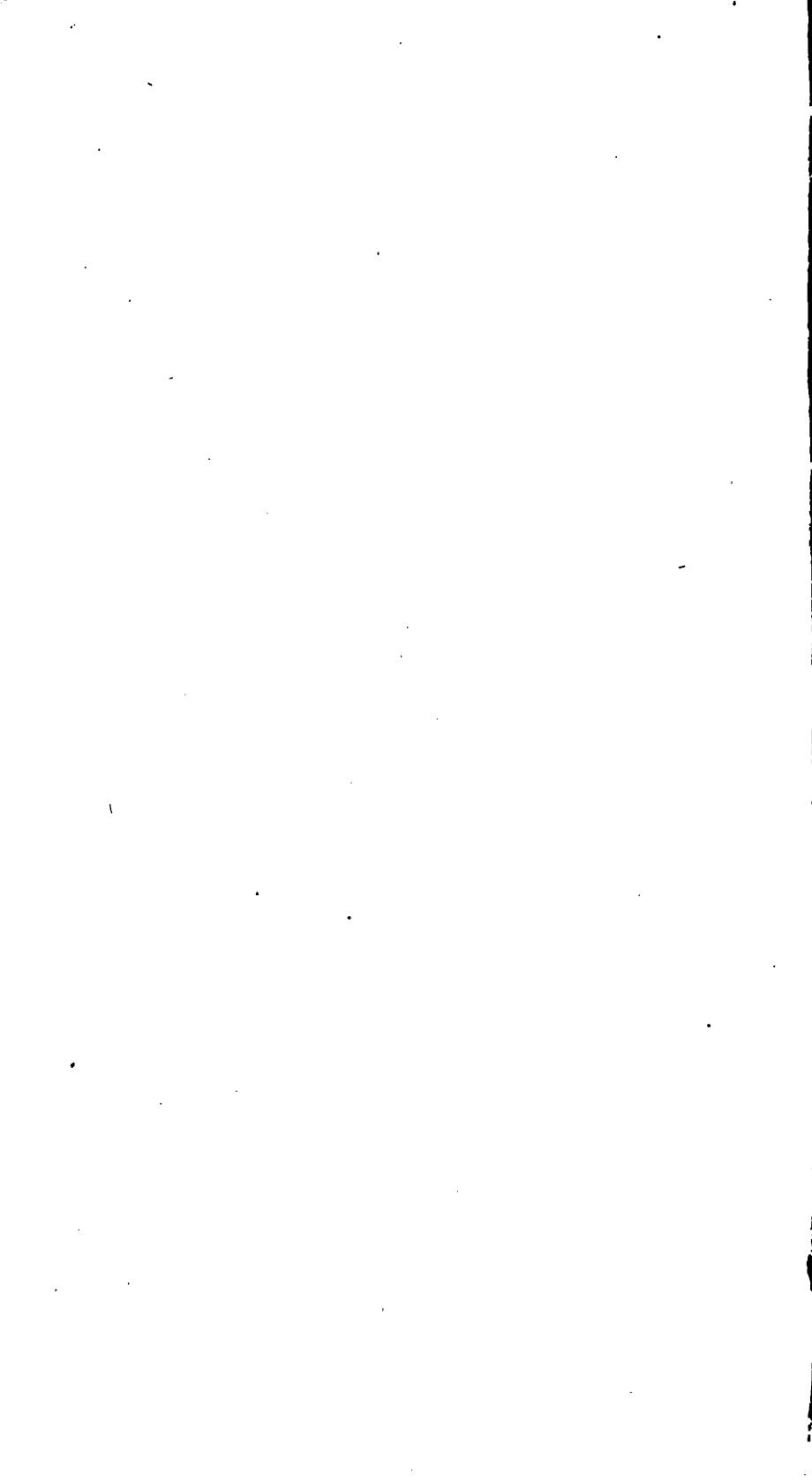
dent of the Board ; the Principal of another Normal School ; six County, City, or Borough Superintendents ; and the Principal of this Normal School. Each student must receive eight votes out of the nine in order to pass the examination. Students must be examined and recommended by the faculty before taking the State Board Examination.

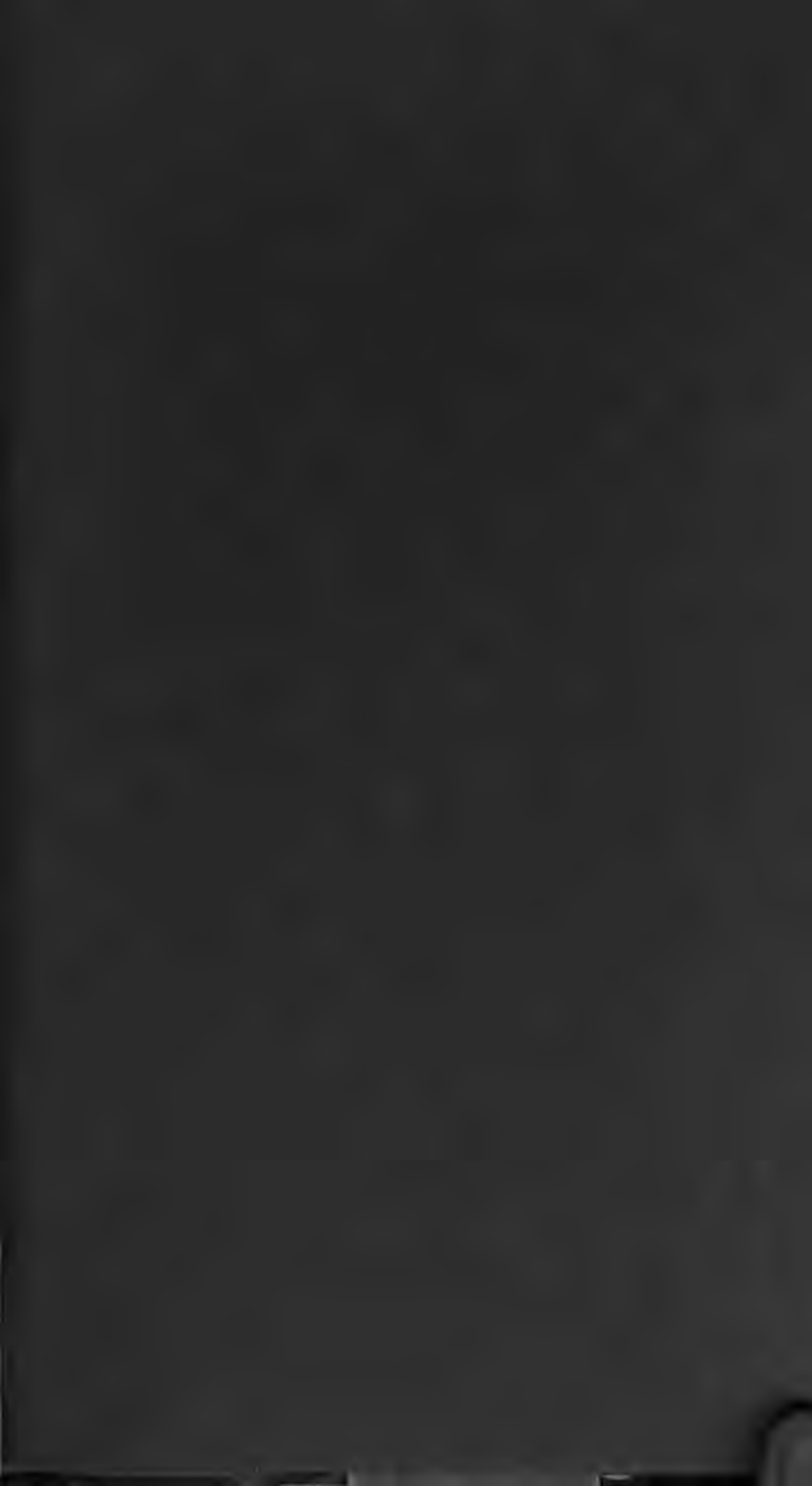
The Act of Legislature under which examinations are now held is as follows :

That all examinations of the graduating classes at the normal schools shall be conducted by a board, of which the Superintendent of Public Instruction shall be president, of two principals of normal schools of whom the principal of the school where the students are to be examined shall be one, and not less than two nor more than six county, city, borough, or township superintendents, to be appointed by the Superintendent of Public Instruction.

[Act of April 23, 1895, Sec. 1, P. L. p. 14.]

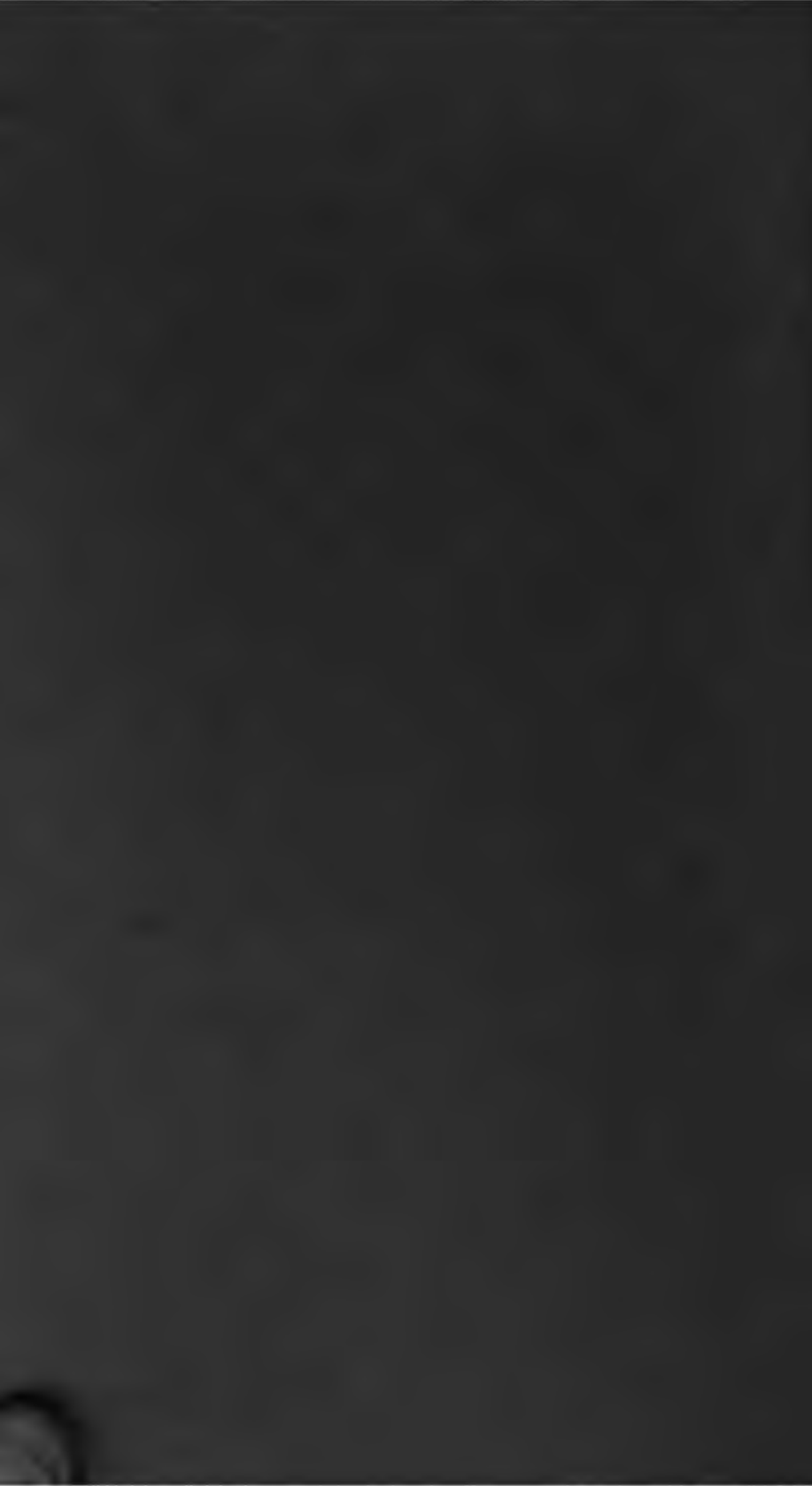












PROCEEDINGS of the MEETING  
of the BOARD of PRINCIPALS  
of the State & Normal & Schools  
of PENNSYLVANIA. \* 1898.



SIGNAL PRESS  
SLIPPERY ROCK, PA.  
1898





## PROCEEDINGS OF THE CONVENTION

HARRISBURG, PA., NOVEMBER 11, 1898.

At the call of the State Superintendent of Public Instruction, the Board of Principals of the State Normal Schools of Pennsylvania met in the office of the State Superintendent, at Harrisburg, Friday morning, November 11, 1898, at nine o'clock.

At the morning session all the principals were present except Dr. S. H. Albro of Mansfield, Dr. A. J. Davis of Clarion, Dr. J. P. Welsh of Bloomsburg, and Dr. George M. Philips of West Chester.

Dr. Welsh came at the beginning of the afternoon session, but Capt. Davis of the 15th P. V. I. was unable to be present on account of the transfer of his regiment to Athens, Ga.

Dr. Albro sent a letter stating that, owing to an injury received depriving him of the power of locomotion, he could not be present at the annual meeting and discuss the topic assigned to him. His views on certain topics will be found under the proper headings.

Owing to the absence of Dr. Geo. M. Philips in Europe, Dr. Smith became the representative of the State Normal School at West Chester.

Dr. N. C. Schaeffer occupied the chair as president, and Dr. Albert E. Maltby of Slippery Rock was chosen secretary of the Convention.

Dr. James Eldon, as chairman of the Executive Committee, presented the following programme as the report of that committee :

### Programme

#### FORENOON SESSION—9 O'CLOCK

##### I. The Model School

1. Should any changes be made in the requirements as to the number of weeks of daily teaching, or the number of periods a day?
2. Should the number of pupils be limited?
3. Should any change be made in the law which at present requires at least one hundred pupils?
4. Is it conforming to the spirit of the law to count weeks of observation as weeks of teaching?
5. Is it advisable to make the Model School work uniform in all the schools? S. H. ALBRO, 30 minutes.

##### II. The Junior Work

1. The average time spent in the Junior course. From what schools do the Juniors come?
2. What proportion have taught school?
3. Average age of Juniors?
4. What subjects of the course have the Juniors studied previous to entering?
5. What subjects of the Junior course are new to them?
6. Is the work well done, as a rule?
7. Should students be required to spend at least one year in the State Normal School before entering the Senior class?
8. Should practice teaching be extended to the Juniors? G. B. HANCHER, 30 minutes.

##### III. Graduating Classes

1. What are some of the causes of the increased numbers in the graduating classes?
2. Does the increase show that the Normal School work is deteriorating?

3. Do all the graduates secure positions, and do they continue to teach in the public schools?

4. What proportion of all the teachers of the State are graduates?

5. Are there too many graduates?

6. Is it better for the public schools of the State to have the majority of the teachers non-graduates?

J. P. WELSH, 30 minutes.

#### IV. Topics for Informal Discussion

1. Should an effort be made to place our Normal Schools on a strictly professional basis by refusing all students who do not intend to teach?

2. Should any diplomas or certificates be granted except those provided by law?

3. Should all degrees be abolished by the Normal Schools?

4. After 1900, certificate only those completing the Regular Normal Course.

#### AFTERNOON SESSION—2 O'CLOCK

I. Common School System of Pennsylvania in its Relation to Normal School Work.

G. M. D. ECKELS, 30 minutes.

II. Comparison of State Systems of Normal Schools.

E. O. LYTE, 30 minutes.

#### III. "Summer Normals"

1. Number. Teachers.

2. Object. Efficiency.

3. Relation to Normal Schools.

D. J. WALLER, Jr., 30 minutes.

#### IV. Teachers' Institutes

1. Original Object.

2. Benefit or Injury to Normal Schools?

3. Can the Normal Schools do anything to improve the teachers' institutes?

T. B. NOSS, 30 minutes.

#### V. Topics for Informal Discussion

1. Should music be taught in all public schools?

2. Should drawing be taught in all public schools?

3. Should book-keeping be taught in all public schools?

4. Would it not be wise to drop from our course of study music, drawing, and book-keeping?

5. Should not a student of a State Normal School be permitted to take both junior and senior examinations at one time as well as those who apply for the teacher's State certificate?

6. Why not abolish the boarding department?

#### EVENING SESSION—7:30 O'CLOCK

I. (a) Free tuition after the present year.

(b) What action should be taken in regard to the deficiency in State aid for this year?

GEO. P. BIBLE, 30 minutes.

II. (a) Changes in the Course of Study.

(b) Extending the Elementary Course.

J. R. FLICKINGER, 30 minutes.

III. Uniform Examinations.

G. M. PHILIPS, A. J. DAVIS.

IV. (a) Digest of laws passed by Board of Principals.

(b) Authority for the present Courses of Study and Rules for Examinations.

(c) History of changes made in the Elementary Course.

A. E. MALTBY, 30 minutes.

V. Topics for Informal Discussion

1. Comparison of Normal School and High School Courses.

2. Should we have more professional studies in the course?

3. Advisability of selecting a text-book in each Junior subject, to serve as a standard.

4. Should the Regular Normal Course be made to correspond with the Freshman year in College, and the Scientific with the Sophomore year; the present professional work being added?

5. Should girls have instruction in sewing and cooking instead of wood-working?

6. Improvements in laboratories and facilities for doing individual work.

## FORENOON SESSION

On motion of Dr. Lyte, the members of the Department of Public Instruction were invited to sit with the Principals and take part in the discussions.

After the reading of the minutes of the preceding meeting, the discussion of the topics in the regular programme was begun.

The first subject on the programme, "The Model School," was thrown open to general discussion owing to the absence of Dr. Albro. Principal Albro by letter defined his position as follows:

"I take the liberty of saying that my position with reference to the first topic on the programme is that the Normal Schools should be absolutely required to have Model Schools whose average number of pupils should be at least twice the number in the graduating classes."

DR. LYTE. Some of the Model Schools in our Normal Schools are entirely too small. The Practice School should be made the *center* of all the work in the Normal School. A Model School of five hundred pupils would be much better for the needs of the work than a school of fifty pupils. Much actual teaching should be done.

DR. NOSS. The work in observing skillful teaching is very important. There is observation and *observation*. The seniors should not simply be present, but should submit lesson-plans, and give orderly discussions and critical opinions on each lesson presented.

DR. ECKELS. At Shippensburg we emphasize close criticism. There are always ten or twelve

seniors engaged in observation work during every quarter year. Reports are required, and excellent results obtained. Some students surprise us with the excellence of their reports.

DR. ELDON. Is it advisable to make the Model School work uniform in all our schools? Still, I believe that each Model School should have at least one hundred pupils. We should conform to the law in the matter.

DR. ECKELS. In my opinion a Model School of seventy-two pupils can be made as efficient as one of one hundred. The classes would not differ much in size under such circumstances, and the senior who could control eight pupils would be able to do good work with eleven. The various Model Schools are organized necessarily on different plans. All that the State requires is that the Model Schools be made efficient.

Dr. Flickinger quoted the State law, and concurred in Dr. Eckel's opinion as to its interpretation.

DR. WALLER. There is yet another side to this question. There are wide differences in regard to the practical working out of the general plans. Some schools charge tuition, others do not. The actual size of the school will be determined by the way the trustees decide to manage such a school. The attractions provided will determine the attendance. Some schools spend much more money than others in making the Model School efficient; some spend \$1,000, others \$5,000. I recommend that no charge be made for tuition, and that we improve our facilities and determine to have an attendance of one hundred pupils in the Model School. The sugges-

tion made by Dr. Eckels should not be passed without remark. It is not that the difference in the size of classes is that between eight and eleven, but between one and fifty. I have seen seniors in some Normal Schools instructing a class of one.

DR. LYTE. The conditions are best when the Model School is a regular county school. I believe that we conform to the spirit of the law. At Millersville our school is not entirely free, but I would prefer to have it so. The Model School should be made as nearly as possible like the school of which the senior must take charge when he leaves the Normal School.

DR. ECKELS. There is really not so much difference among us as would at first appear. At Shippensburg we strive to co-operate with the public schools. We strive to do the very best work possible. We would certainly prefer three hundred pupils to seventy-five pupils if our conditions were not such as they are.

DR. NOSS. One of the most important points as I see it is the necessity of protecting the Model School pupils from the disintegrating action of a large senior class. The tendency of Model School work as sometimes pursued is to make prigs of the pupils. Classes at California are not less than twenty, and some reach forty or fifty. The training teacher is present, however. Our practice teachers prepare every lesson. Lesson plans are made according to the following provisions :

1. In Vertical Writing
2. Direct Discourse. Not "Here the teacher develops the subject, etc.," but "I develop the subject thus, etc."



3. A distinct statement of the aim of the lesson.

4. Formal steps in presentation. (Somewhat Herbartian). A member of the group of teachers would not be allowed to take her place if the plan were not satisfactory.

A discussion of the relative value of work in Model School and in public schools followed. It is possible to make the Model School superior to a good public school. The conditions are different in a Model School.

DR. SMITH. Where the board of directors have already a good system, they will not under any circumstances give up the control of the policy. The very fact that the student-teacher is not in complete control of the pupils is an element of weakness. Still the Senior is better prepared, if he has good faculties for work afterwards, when he has had the chance to observe expert teaching in the Practice School, even if he does no actual teaching.

DR. WALLER. But what are we to do under the rule as it now stands? Our course reads, "twenty weeks of *actual* teaching."

DR. NOSS. All the Normal Schools that have succeeded have emphasized the practice. This is true of Oswego and Cook County Normal. The Model School forms the distinctive characteristic of the Normal Schools, and we cannot and must not change it. At California the element of disorder in the Model School does not arise to any great extent, and the discipline in consequence is a small item in the training of the Seniors.

DR. SCHAEFFER. Here is an arithmetical prob-

lem for solution. If the graduating class at a State Normal School be 100, and the number of pupils in each Model School class be not less than 10, what must be the size of the Practice School? Would not the answer be: "More than five hundred"?

The Girls' Normal School in Philadelphia, and the State Normal School at Potsdam, N. Y., have no Practice Schools.

The chair appointed Drs. Waller, Lyte, and Eckels as a committee to consider whether *Observation* should be allowed to be counted as *Practice* in teaching.

Dr. George B. Hancher of Kutztown then took up the second topic on the programme, "The Junior Work." The following points were presented:

1. That the time varies, but the usual period is one year.

2. That 25 per cent. of the Juniors come from the High Schools.

3. Only three per cent. of those who come from high schools have taught, while fully fifty per cent. of the others have engaged in teaching.

4. A comparison of the year 1877 with 1898 gives the following results as to the average age of Juniors:

	1877	1898
BOYS	19.75 years	19.88 years
GIRLS	17.67 "	18.75 "

The youngest pupils are those from the community.

5. Latin, Botany, Vocal Music, Algebra, Civil Government, and Methods are the studies most commonly new to the pupils.

6. The work is poor in Reading and in Arithmetic. Also, commonly, in Political Geography, History, and Spelling.

7. It is generally necessary that the students spend at least one year in the Normal School before entering the Senior class, but this should not be made a requirement.

8. The extension of the practice-teaching to the Juniors would be a great help to them in their work in Methods, in their study, and finally as a means of indirect discipline. The effect upon the pupils in the Model School might, however, be detrimental.

DR. SMITH. Is the work in Arithmetic well done by those who enter the Normal Schools? We do not find it so.

Owing to the absence of Dr. Welsh, who was appointed to present a paper on "Graduating Classes," an informal discussion followed the presentation of Dr. Hancher's paper.

DR. LYTE. There should be a rule requiring for admission to the Senior class an attendance of at least twelve weeks at a Normal School, or an experience of at least one term as teacher in the public schools.

Also, we should endeavor to place the State Normal Schools upon a proper basis

1. By refusing to admit all pupils who do not intend to teach in the State.

2. By fixing an age limit. [At sixteen, perhaps]

3. By requiring for admission a fair academic qualification.

DR. ECKELS. Should not the number of pupils received by each school be limited?

**DR. SMITH.** As an outgrowth of such changes, would you limit or abandon the academic work in the Normal Schools?

**DR. LYTE.** I would not abandon the academic work in the Normal Schools, but would cut off all work in courses not germane to the Normal Courses. No diplomas or certificates should even now be issued by our schools, save those provided for in the law relating to the Normal Schools.

Dr. Eckels presented the following motion :

*Resolved,* That students who pass the Junior examination before the State Board of Examiners shall be entitled to admission to the Senior class of any State Normal School only on condition that, —except in case of sickness,—they remain in the school in which they have been examined until the end of the term in which they are examined, and complete such further work as may be prescribed for them by the faculty of the school in which they are students. *Lost.*

The motion was discussed by Drs. Lyte, Smith, Eckels, Houck, Bible, and Noss. Motion not carried.

Dr. Noss then presented the following motion relating to students changing from one school to another :

*Resolved,* That the passing of the Junior examination in one Normal School entitles a student to admission into the Senior class of that school only at which the examination is held ; provided, that upon request to the State Superintendent by the principal of the school at which the examination is held, a student may be permitted to enter the Senior class at some other Normal School. *Lost.*

DR. LYTE. The fundamental error lies in any school's practically shutting its doors to any person ready to take the examination at that school. It is certainly entirely wrong to require students to pledge themselves to return to the school where they happen to be examined. The matter ought to be left perfectly free. Motion not carried.

*Adjourned.*

## AFTERNOON SESSION

Auditor-General L. G. McCauley and Capt. R. T. Cornwell, trustees of the West Chester State Normal School, were present at this session.

Dr. Welsh being present was invited to discuss the topic assigned to him on the programme, but expressed the desire to have the regular exercises for the afternoon followed.

Dr. G. M. D. Eckels then took up the next topic for discussion, "The Common School System in its Relation to Normal School Work."

### I. The Relation

#### 1. Logical relation

(a) The logical relation demands harmony of purpose.

(b) It also demands co-operation.

(c) This relation demands that the Normal Schools be recognized as an essential factor in the Public School System.

#### 2. Legal relation

(a) The logical relation should be the legal relation, and the legal standing of the Normal Schools is definite.

(b) The subject was discussed in the

framing of the constitution. Dr. Wickersham did not wish to have distinct recognition of them made.

(c) The various acts of the Legislature fix the question of their legal relation to the school system.

II. Where there is a relation there must be mutual obligations.

1. What does the common school system owe to the Normal Schools?

(a) The better qualifications of teachers is due directly to Normal Schools.

(b) The better supervision of schools is due largely to Normal Schools.

(c) The higher moral tone of the common schools is due more largely to the Normal Schools than to any other single agency.

(d) The better methods which have been introduced into the common schools in recent years owe their existence to the Normal Schools.

(e) The demand for improved appliances for teaching in our common schools has been created by the Normal Schools.

2. How can the common school system pay the debt it owes to Normal Schools?

(a) By giving Normal School graduates full credit for their preparation in the selection of teachers.

(b) By giving Normal School graduates full credit for their preparation in the adjustment of salaries.

(c) By recognizing the necessity for professional training in properly educating young persons for the work of teaching.

(d) By creating sentiment favorable to the Normal Schools among the law makers of the

Commonwealth, so that they may be properly sustained by the State.

3. What difference exists between the common schools and the Normal Schools which are detrimental to the system?

(a) The employment of teachers from the public schools without requiring them first to take a course of professional training.

(b) The demand on the part of the public schools that their graduates be given credit for the completion of the subjects embraced in the course.

(c) Unfriendly criticisms on the part of public school officials are not only injurious to Normal Schools, but are likewise at variance with their duties as public school officials.

(d) The granting of schools upon any any other basis than that of the fitness of the applicants is an injury not only to the public school system, but to the Normal School system as well.

4. How can the present relations existing between the common schools and the Normal Schools be improved?

(a) By giving preference in the selection of teachers to those who hold the highest grade of certificates.

(b) By making the courses of study in the common schools harmonize more closely with the Normal School curriculum.

(c) By making the appropriation for common school purposes include a fixed amount for the Normal Schools—the amount given for maintenance to equal the amount given for state aid to students.

5. What have the common schools a right to expect of the Normal Schools?

(a) That they shall maintain a high standard of scholarship for their graduates.

(b) That the professional training and instruction shall be sufficiently thorough to guarantee the graduates against unscientific teaching.

(c) That in point of character those who graduate shall be above suspicion.

(d) That they shall co-operate with public school officials in awakening educational sentiment.

(e) That they shall be safe leaders in respect to the best methods of teaching, and the wisest plans or the organization and disciplining of schools.

Dr. Lyte then presented the following points concerning the topic assigned to him, "Comparison of State Systems of Normal Schools." Owing to his trip to the Pacific coast, he had not prepared an extended paper.

When we compare our system of Normal Schools with the systems found in other states, it will appear that we differ in the amount of academic work which we do. There are really no Normal Schools in the country where academic work is not done. In Illinois, much attention is given to such work. Also, in Minnesota, great stress is laid upon the proper study of the common branches. Even in the State of New York, where large claims are made in regard to the excellence of the professional work, I found that the strongest schools were really doing much academic work. At On-onta, good academic work was carried on with pro-



fessional work. The normal schools of New York may be criticised as giving, in general, too little attention to the academic side. The New York system is *centralized*,—perhaps too much so. Connecticut and Massachusetts are subject to the same criticism. New Jersey normal schools do fair academic work. No normal school system in the United States pays so much attention to academic work as does the system in Pennsylvania. In this respect, in so far as the common branches are concerned, we are unexcelled. But Illinois, Minnesota, and other western states do the professional work as well as we perform it; while New York does better work, and much more in the Model School. The normal schools in Connecticut and Massachusetts also excel ours professionally. Therefore, it would seem that we might learn a lesson or two from the schools of other states. But when we compare the graduates of our normal schools with those of other states, we must also claim that our students are successful in life. I should also be extremely sorry to see any decrease in the excellence of our academic work.

It is certain, however, that the normal schools of Pennsylvania should give more attention to the professional work in the various courses. If three years be the usual time spent in the Elementary Course—it is much less in many cases—we spend two years upon the purely academic side. More time should be devoted during the Junior year to the study of the elementary principles of psychology, and to practical professional methods. The professional work of the Senior year should also be increased.

But if we increase the amount of professional work, we must also increase the time for the preparation of teachers. Charters must be modified, and changes made if necessary. Fettered by the dead, we must break from the chains imposed. The time has come when we must shut our doors to all students who do not intend to teach in the State.

DR. WALLER. Do other state normal systems run boarding departments?

DR. LYTE. This feature need not necessarily hamper us in our consideration of the matter.

At the close of Dr. Lyte's highly interesting remarks the following motion was presented by Dr. Eldon, and passed by the unanimous vote of the principals:

*Resolved*, That Dr. E. O. Lyte be requested to prepare and publish a pamphlet on the subject assigned, and that the expense of such publication be borne by the treasury of this convention.

*Carried.*

Dr. D. J. Waller then took up the topic "Summer Normals." His interesting paper is here presented:

This term includes two distinct classes of schools in Pennsylvania. There are, first, those organized in connection with some of the larger schools and smaller colleges. These possess the facilities afforded by the educational plant where they are established, including a part of the regular teaching force, also are strengthened by a body of teachers selected for their qualifications as specialists, or for their influence in drawing patronage. The term rarely exceeds four weeks, and the teach-

ing is chiefly done in the morning. The social life is made a prominent feature, in which the distinctions between teachers and taught are laid aside.

The influence of these schools may be looked for chiefly among high school principals and the teachers of our smaller cities. They make no perceptible impression upon the great body of our public schools.

It is a debatable question whether the pupils receive an equivalent for the fees and the traveling and living expenses; when there are taken into account the lassitude produced by the season, the brevity of the course, and the actual number of hours in the brief course given to employments aside from instruction.

This paper was, however, probably intended to be an opening of a discussion upon the second class of Summer Normals, those numerous in most if not in all the counties of the State.

Assuming that Indiana county is a fairly representative one, the facts found there enable us to understand these schools throughout the Commonwealth. In a population of 45000, almost entirely rural, there are each year not less than twenty nor more than twenty-seven. The length of the term is eleven weeks. The one or two teachers are almost invariably residents of the neighborhood. Ninety-five per cent. of the teachers of the county prepare for the winter's work either in these schools or in the State Normal School.

The two striking characteristics of the Summer Normals are: the rivalries existing among them, which become exceedingly strong; and the

deadening process of finding short cuts to the goal of a provisional certificate.

The effort to prepare in all the required branches in a few short weeks necessarily degenerates into the finding of answers; the understanding and application of principles is lost sight of.

Almost any school is better than none at all because it is likely to stimulate a thirst for education in some, at least, of the pupils. For this reason these schools become feeders to the State Normal Schools, and to academies and seminaries, and stimulate a body of youth that without the presence of a Summer Normal might never have been aroused to a sense of their real needs. The Summer Normals do not supply our public schools with the kind of teachers they should have, yet with our present practice of granting an unlimited number of renewals of the Provisional Certificate, and with the six months' school term found in nearly all the rural schools of the State, the Summer Normal is a valuable adjunct to our school system.

When our legislators have the nerve to make the minimum term eight months and the unlimited renewal of the Provisional Certificate is abolished, the Summer Normal as it is will die a natural death, or will be transformed.

DR. SCHAEFFER. My general observation has been that the work is detrimental, and that the counties are thus flooded with immature teachers.

DR. ECKELS. The real injury lies in the fact that they tend to become political centers and rule the superintendents by bringing pressure upon the various persons concerned. If we could regulate

the granting of the provisional certificate, the matter could be adjusted.

DR. SCHAEFFER. In Ohio the number of provisional certificates is greater than in Pennsylvania. I have thought that it would be well could we adopt the plan proposed some years since by Dr. Waller, and limit the number of years in which provisional certificates may be obtained by an applicant. The uniform state examination might be a remedy, but I could never yet see my way clear to that plan. Many frauds have been practiced under the system in other states, and it seems to me that such examinations could never become perfect in practice.

DR. ELDON. How would it do to limit the number of years of provisional certificates to five? Could such a bill ever pass the Legislature?

DR. SCHAEFFER. Under the uniform examination in the state of New York many very efficient teachers have been dropped from the work, simply because they could not pass the technical examinations.

Dr. Theo. B. Noss then presented his paper on the topic, "The Teachers' Institutes." In brief his points were as follows :

The original object of the teachers' institute was undoubtedly to supplement the work of the Normal Schools. Pennsylvania has the best system of institutes in the United States, and it is certainly true that the Normal Schools have helped greatly in making the institutes successful. Ten or fifteen years ago it was exceptional to see Normal School principals and teachers on the programmes. Some programmes are now made up largely from Nor-

mal School lists. Under such conditions it would be well to do all that we can to encourage the superintendents to do even better work. It is a good plan to encourage division work. Supt. Hall of Washington county now holds his forenoon sessions in five divisions, and the classes or sections are given in turn to the different instructors. Instructors hold the same room, and meet the various sections as they are sent to them. Supt. Ulerich of Westmoreland has also tried the same plan. I think that we should help the superintendents to introduce more systematic instruction. Can we not send exhibits of the work, and thus bring our methods into view? Superintendents without exception are ambitious to have good institutes. The divisions in the cases mentioned were made arbitrarily by the superintendents. But many of these officers do not know just what to do in order to improve their institutes. Help them by suggestions as to programmes and the manner of conducting the work.

DR. WALLER. What has been the experience of other schools in regard to exhibits? Dr. Noss seems fully persuaded that much good is done by them.

The topics mentioned on the programme for informal discussion were then introduced.

DR. ELTON. Should not a student of a State Normal School be permitted to take both Junior and Senior examinations at one time as well as those who apply for the teachers' State Certificate? Is it not an injustice to our pupils in the schools?

DR. SCHAEFFER. The principal difficulty enters when we try to conduct an examination in two

branches at the same time. The applicant cannot take both at the same period.

DR. WELSH. After a careful examination by our faculty, we admit some students to the work of our Senior class. Such students take four terms of actual attendance at school.

A discussion as to the purpose of the law and practice began, and the propriety of allowing such students to do senior work in teaching was doubted by many of the principals.

Dr. Albro in his letter took the opposite ground :

"I am strongly of the opinion that students of a State Normal School should be allowed to take the Junior and Senior examinations at the same session when qualified so to do. There is no rational excuse for denying them this privilege."

Dr. Noss made a report as Chairman of a Committee on Financial Matters, the data being furnished by Hon. A. D. Glenn, Financial Clerk of the department of Public Instruction.

### State Aid to Normal Students

Amount left after paying the appropriation of winter term of 1897	\$ 16,046 27
Amount left after paying winter term of 1898	16,893 77
Amount of entire appropriation due after paying winter term, 1898	146,893 77
Amount now paid out	95,250 00
Amount still due	51,643 77
Paid out for fall term of 1897	16,215 50

### Estimates

Balance now due	\$51,643 77
For fall term	16,215 50
Balance after paying fall term	35,428 27
Amount required to pay winter term of 1897-8	\$23,426 00
Amount due after paying winter term, 1898	\$35,428 27
Amount for winter term, 1898-9	23,426 00
Amount remaining after paying winter term of 1898-9	12,002 27

The Legislative Committee was continued in office as constituted: Drs. E. O. Lyte, G. M. D. Eckels, G. M. Philips, S. H. Albro, and J. R. Flickinger. Various suggestions as to action were made.

*Adjourned.*

### EVENING SESSION

Supt. R. M. McNeal was present during a part of the evening session.

Dr. Waller as chairman of the committee appointed to consider the matter of observation and and practice in teaching reported from committee the following motion which was carried:

*Resolved*, That the word *actual* be stricken from the course. [See Senior year]

*Carried.*

Dr. Bible then discussed the topic, "State Aid," and advised united and earnest efforts on the part of those concerned. Suggestions should be sent to the proper committee.



DR. LYTE. The Normal Schools should be put upon the basis suggested in my paper this afternoon. I submit a rough draft of a law meeting the case approximately. I would raise the question of the wisdom of taking some such action, and submitting through the Legislative Committee such an act to the inspection of those interested in legislation.

### **An Act**

Regulating the preparation<sup>1</sup> of teachers for the common schools of the Commonwealth by the State Normal Schools.

Section 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania and it is hereby enacted by the authority of the same, *That* for each student over seventeen years of age, who shall attend a State Normal School in this Commonwealth for the purpose of preparing to teach in the common schools of the State and who shall sign an agreement, binding himself or herself to teach in the said common schools two full years, there shall be paid to the said State Normal School the sum of two dollars and fifty cents per week, for tuition and the use of text-books rent free; *Provided*, That each student for whom said payment is made by the State shall receive regular instruction in the science and art of teaching in a special class devoted to that object, for the whole time for which such payment is made; and provided further that no payment shall be made for any student in attendance for a shorter time than ten weeks in any school year, nor

for more than two hundred students in attendance at any one time, except as hereinafter provided for in Section 3 of this Act.

Section 2. No State Normal School shall hereafter admit any student to any department connected with the school except the Model School unless he or she shall be at least sixteen years of age and have a fair knowledge of the common branches, and shall sign the agreement specified in Section 1 of this Act.

Section 3. A State Normal School that has ample accommodations and appliances for the education and training of more than two hundred students for the vocation of teaching in the public schools may make application to the State Superintendent of Public Instruction for authority to receive on State account a larger number of students; and the State Superintendent shall then appoint a committee of three Commissioned School Superintendents of the State, who shall act in conjunction with the State Superintendent and Attorney General as a committee to determine whether said State Normal School can properly educate and train a larger number of persons for the vocation of teaching, and to affix the number of students that may be admitted on State account by said Normal School, provided that said number shall at no time exceed three hundred.

Section 4. The charges for boarding made by the State Normal Schools to students shall be determined by the Board of Trustees of said Normal School, subject to the approval of the Superintendent of Public Instruction, and shall be as low as the prices of provisions, etc., will warrant, and be the same for all students.

Section 5. No moneys received from any source by any State Normal Schools in this Commonwealth shall be used for paying dividends on stock, or for any similar purpose.

Section 6. All former acts relating to appropriations to students in State Normal Schools are hereby repealed.

Dr. Waller presented the following motion which was passed :

*Resolved*, That there be no application for any special appropriations, and that the schools apply for an annual appropriation of \$15000 each.

*Carried.*

Dr. J. C. Flickinger of Edinboro then presented his paper on "Changes in the Normal Course of Study."

Dr. Flickinger stated that in his opinion Book-keeping could be relegated to the public schools. Music could be required for entrance, but Drawing could not thus be required.

DR. ELDON. There is no more reason to have Book-keeping in the course than to have Stenography or Typewriting.

DR. LYTE. I am in favor of more advanced scholarship, but our graduates get such low wages that they can do little to help themselves.

Drs. Flickinger and Lyte discussed the value of free tuition and various other topics in animated debate. Dr. Flickinger was disposed to ridicule the amount of Latin included in the Elementary Course.

DR. NOSS. The amount of Latin should be increased.

DR. WALLER. The Latin is valuable, and

should be so regarded even if the amount be small in and of itself. It places the student in a position to gain more. Many students in the Normal Schools do take much more Latin than the Elementary Course requirement.

DR. SCHAEFFER. We are following the example of Saxony in having Elementary Latin in the course, and Saxony has one of the best school systems in the world.

Dr. Lyte moved that Dr. Smith be instructed to communicate to Dr. Philips the regards and best wishes of the convention. The secretary was instructed to deliver a similar communication to Capt. A. J. Davis of the 15th P. V. Infantry.

*Passed.*

Dr. Maltby of Slippery Rock submitted a paper entitled "History of the Changes Made in the Elementary Course." The papers prepared by Dr. Flickinger and Dr. Maltby are appended in full.

Thanks were tendered to the secretary for services rendered. Dr. Schaeffer appointed Drs. Eckels, Welsh, and Bible as Committee on Programme for 1899.

Convention then adjourned *sine die*.

NATHAN C. SCHAEFFER, President.

ALBERT E. MALTBY, Secretary.

## Changes in the Normal Course

DR. J. R. FLICKINGER

The two subjects assigned me on the programme can be covered by the above title. "Changes in the Course of Study" and "Extending the Elementary Course," are, for all practical purposes, identical. For a number of years, I have felt the weakness of the Elementary Course of Study and I am not alone in this. Several years ago, I prepared a paper on the subject of "Normal Schools" in which I advocated an extension of the course. The paper was published at length in the Pennsylvania School Journal, and it elicited a number of communications from prominent school men. Among them was a lengthy letter from Dr. Edward Brooks of Philadelphia, who made some very significant remarks concerning the widening of the course. He agreed with me in every particular, and even urged more radical changes than I advocated. Enough was said at that time by leading educators and enough been said since in the hearing of most of us, to warrant us, as Normal School principals, in giving the subject due consideration. With the advance that has been made in the curricula of the high schools and in the content of the proposed course of study for our township high schools, it must be apparent to thinking teachers and thinking patrons that the scholastic side of our Elementary Course is deficient.

Another argument has also been heard that

has some weight, although it is rather incidental than leading. It has been asked why our course does not cover enough to admit our graduates to the freshman class of the colleges. In other words, why should Normal School graduates be compelled to supplement their course with some additional Latin and a Modern Language in order to enter college? Of course, we as Normal School people usually answer, and it seems to me somewhat flip-pantly, that we are not preparatory schools for colleges. This is true, but Normal School graduates, like graduates of all other institutions, do not always know their own minds and often want to change their life work. They certainly have a right to do so and circumstances over which they have no control frequently compel them to do it. This is a condition and not a theory, hence as progressive school men, as honest, conscientious educators, it is our business to meet it. Why not extend our course in Latin so as to include more Caesar, to which may be added Vergil and Cicero? It seems to me that it is our duty to do this, not only from the point of view of preparation for college, but in order to give our graduates sufficient Latin to teach with some emphasis what may be required in the average town and country high school. The minimum Latin of the Elementary Course is a mere burlesque and in the eyes of the public it is so considered. We are justly criticised for its meagreness and we are open to ridicule for giving a certificate to our graduates in which Latin is indicated as a study which they are capable of teaching. We have all heard the jeers of the college graduate and have doubtless felt the humiliation. At least our gradu-

ates are apt to find such ridicule an obstacle to their election as high school principals. We ought, also, to give a year of German or some other modern language. With these language additions to our course, two ends would be accomplished : First ; our graduates could then enter without further study the classical course of our better colleges and would be especially strong for the scientific course in our very best universities. Second ; if thus equipped, the graduates of the State Normal Schools could successfully compete with the graduates of colleges for high school principalships.

The foregoing has been written on the assumption that our Normal Schools are to continue to do academic work. Let us now shift the point and look at the Normal Schools as professional schools which we so often exuberantly call them ; at the same time reserving to ourselves the right of defining a professional school. Have we reached the point in their history when we can make them professional schools, pure and simple ? Can we relegate the academic work to the high schools ? Will there be enough students to support us if we do so ? Or must we confess to ourselves that our Pennsylvania system is unique, and so much unlike the school systems of other states that we cannot adopt their matured methods ? I admit that at this point we do confront a serious problem, and just why it should be more serious in Pennsylvania than in Massachusetts and New York, I am not prepared to say. Massachusetts has nine Normal Schools. She has a population of about two millions and a quarter, which would give her a school population of about four hundred fifty thousand. How much

of this school population is in cities and towns, I have no means of knowing, but as the town system had its origin and is more highly developed in Massachusetts than in any other state, we may assume that she has more high schools in proportion to her population than we have, and on that account she might have more well qualified candidates for the Normal Schools than we have in Pennsylvania. Be the fact what it may, Massachusetts has made her nine Normal Schools to all intents and purposes professional training schools for the public school teachers of the state. These schools are also fairly well patronized. In the Massachusetts system, all candidates for admission to any one of the Normal Schools must have attained the age of seventeen years complete if young men, and sixteen years, if young women. They must present certificates of moral standing, give evidence of good intellectual capacity, and be graduates of high schools whose courses of study have been approved by the Board of Education, or they must have received the equivalent of a good high school education. Examination for admission covers such elementary and high school subjects as may be determined by the Board of Education. The requirements for entrance are supposed to cover five groups of work, namely,

1. Languages.

(a) English, with its Grammar and Literature.

(b) One of the three languages, Latin, French, and German.

2. Mathematics.

(a) Arithmetic.



(b) Elements of Algebra.

(c) Elements of Plane Geometry.

3. History and Geography.

(a) The History and Civil Government of Massachusetts and the United States with related Geography, and so much of English History as is directly contributory to a knowledge of United States History.

4. Sciences.

(a) Physical Geography.

(b) Physiology and Hygiene.

(c) Physics.

(d) Botany.

(e) Chemistry.

5. Drawing and Music.

(a) Elementary, mechanical and free-hand Drawing, with any one of the topics,—form, color, and arrangement.

(b) Musical Notation.

As explanatory of the foregoing requirements, their course in English provides for about the same that we give our students in Junior and Senior years. In Mathematics, about what we give our students upon graduation. The same may be said of the other groups with the exception of Physics and Chemistry, which is probably a little broader. The course in Latin, or French, or German would cover what is required for entrance to the freshman class in a New England college. That is to say, at least three years of Latin, and two years of either French or German. It will be observed that they thus relegate all of this academic work to the high schools. The work done in the Normal Schools for what is called the two years' course of

study includes no academic work except as the study of Psychology and History of Education and School Laws is such. The full two years is taken up in the study of the methods of teaching English, Mathematics, Science, and Drawing, and with observation and practice in the training schools, and observation in other schools.

So far we have been speaking wholly of what they call the general two years' course of study, graduates of which are not expected to aspire to teach in High Schools ; only in those that are below that grade. It should be noted that graduates of colleges and universities and high schools of high grade and standing may, with the consent of the principal and of the Board of Visitors, select from the curriculum of the general two years' course, a course which may be completed in one year. This is evidently a concession to the college graduate.

The Massachusetts Normal Schools have also a four years' course, admission to which requires a four years' college course. Graduates in this Normal school course have all of the studies of the two years' course and in addition, they study Mathematics, Science, Languages, and History in addition to the professional work. In other words, the four years' course which is intended for teachers of public schools above the grammar grade combines academic and professional work, just as we do in this State. As a matter of information, it may be stated that tuition is free to all who declare their intention to teach in the public schools of Massachusetts. Text-books and supplies are also free.

In New York state, admission may be gained to any of the Normal Schools by any student that

can obtain a recommendation from his school commissioners or school superintendent. The applicant, however, must be sixteen years of age, have good health, and possess the requisite qualifications. The entrance examinations required of applicants that do not have any of the certificates of proficiency hereinafter named, cover the following branches : Arithmetic, Geography, Grammar, Composition, Orthography, United States History, Civil Government, Physiology and Hygiene, and Penmanship. Each candidate must reach a minimum standing of 75 per cent., in all subjects. To be admitted without an examination, the applicant must present any one of the following evidences of proficiency, viz : the diploma recognized by the school department of the state, a state certificate, a first grade uniform examination certificate, a training class certificate, or second grade uniform examination certificate (in force), a regents' diploma, or a diploma from a high school having a course approved by law. I have not the means at hand to explain what these evidences of proficiency mean. The State Normal Schools are permitted to credit the regents' credentials for any of the following subjects, but this only applies to those who are making application for advanced standing : Advanced Arithmetic, Advanced Grammar, Elementary Rhetoric, Zoology, Physiology, Botany, Geology, Physical Geography, Astronomy, Civil Government, United States History, General History, Solid Geometry, Trigonometry, Caesar, Cicero, Vergil, Latin Prose Composition, Anabasis, Homer, Greek Prose Composition, French, German. Those who are admitted to advanced standing graduate in one year. All other

students are required to take two years. A college diploma or state certificate will admit to this one-year course.

By the plan pursued in New York, it would appear that they can require more advanced academic work in their two years' course than we can. In New York like Massachusetts, there is free tuition and free text-books for the students. All graduates of the Normal department receive a diploma which is a certificate for life to teach in the public schools of the state. New Jersey Normal course is three years, and the applicant must pass an entrance examination.

I have gone over the Normal courses in this brief way of these two representative states, in order to show the plans pursued. The conclusions to be drawn from all this are that the tendency is toward more and more professional work. A certain amount of academic work is doubtless necessary even in the ultra-professional school for the reason that such studies have a well recognized professional value; but on the other hand, they should not be allowed to absorb any very large portion of the Normal course.

Now, we reach the subject of this paper. I shall start with the assumption that the Massachusetts plan of purely professional work is not at the present time possible in Pennsylvania. Therefore the other problem of making our course more comprehensive is the one that confronts us. As incidental to this and as bearing on the general subject, shall we admit some additional academic studies into our course, and thereby extend it by one year, or shall we have an entrance examination

and thus cut out enough of the elementary studies to make room for the new, in order that we may keep within the two years' course? Or are neither of these plans feasible? Are we all satisfied with the present optional methods regarding the study of Chemistry, Natural History, Sloyd, and advanced Latin? I mean by the foregoing, this: in a number of our schools, owing to the fact that many of our seniors are high school graduates, we can give them advanced Latin and Chemistry. That is what I mean by the "optional plan." Have we not all found that the work of our seniors in the Model School is very much hindered by the embryo teacher's lack of elementary science, especially when he or she attempts nature work? From intercourse with several principals, I know this is true, and that each one has been trying in his own way to solve the problem. How can teachers teach the elements of Zoology without a knowledge of Zoology? Can sufficient Natural History be taught with our work in Geography? I have heard that suggested as a possible solution. Other methods of solving this may suggest themselves, and some of you may be able to get over this difficulty, but the fact remains that we need some uniform method.

To summarize, my arguments for some changes in the course are as follows:

First. Our graduates lack in scholarship, more particularly in Latin and Modern Languages, and Science.

Second. They are not as efficient teachers in the Model School as they should be because they lack in a knowledge of Science and in epoch History.

Third. There is an unnecessary weakness in English Literature.

Several of the obvious arguments for the criticism concerning their scholarship have been mentioned in the beginning; that is to say they have not enough language to enter the classical course of a college, and next, they do not have an equal chance with college graduates for the better high school positions. It will be seen that I imply one of two methods of solving the problem: first, a sufficiently high entrance examination to exclude a number of the elementary subjects; second, a year's extension of the course. To this might be added a compromise method including a little of both. One other beneficial result from the entrance examination would be to draw us closer to the high schools and thus obviating a portion, at least, of the overlapping of our courses. This to my mind, is also an important matter. The extent of the course with the introduction of more advanced work in Latin would also help to bridge the chasm between the college and the Normal School. These are matters also that are very far reaching, and ought to be considered by us.

Before I conclude, I want to go on record as to the importance of a more extended course. I want to see better scholars. With better scholarship, will come more power in teaching and in consequence, a greater respect for our graduates. When I look back over our course I feel ashamed of it and I cannot avoid criticising because it seems an outrage to give life certificates to incompetents; and there is certainly no more expressive word for those of our graduates who are mediocre in ability

and only pursue the minimum course.

I ask pardon for this lengthy paper, but the gravity of the Normal School situation at the present moment forces us to remove the mask and to face the actual situation. I am seeking for light on this subject and shall be grateful for the opinion of those who have had a wider Normal experience.

### **History of Changes in the Elementary Course**

ALBERT E. MALTBY

The history of the changes in the Elementary Course is a topic which calls for sources of information somewhat beyond those in the possession of the person to whom the subject has been assigned. Minutes of the proceedings of the Principals are not at hand, since many of such reports have never been printed, and any copies filed in the Department of Public Instruction prior to February 2, 1897, were destroyed by fire. The only available sources remaining are to be found in the catalogues of the schools as printed from time to time. Here again, the writer is met with a difficulty in the fact that the various schools do not possess surplus copies for distribution, and in many cases the copy in the school library is the only one available for comparison. The collection of data, then, depended largely upon the good nature of the persons to whom your correspondent wrote. Our own connection with the schools began in 1884, and from that date onward there may be greater or less definiteness in the historical data. Other sources have been found in the stray catalogues of the various State Normal Schools.

Some of the friends to whom letters were sent asked whether there were not a secretary to record the minutes of the Meetings of the Principals ; and if so, are these records not among the archives of the Department at Harrisburg ? From Principals Eldon, Noss, Waller, Lyte, Flickinger, and others, catalogues and data were, however, obtained, supplementing those which were already in the possession of the writer. The absence of Dr. Philips undoubtedly deprived us of much valuable assistance.

The general method of procedure in regard to the matter of the earlier history must consist of a comparison of the catalogues issued in the early days of the various schools.

The basis of the Elementary Normal School Course is found in the Act of the Legislature, passed May 20, 1857. Section 6, clause 4, P. L. p. 583, relating to the professors in the normal schools, practically outlines the course. Section 6, clause 7, P. L. p. 583, places the power to arrange the details of the course in the hands of the Principals, subject to the approval of the State Superintendent of Public Instruction.

The clause establishing the course is as follows :

**PROFESSORS.**—Each school shall have at least six professors of liberal education and known ability in their respective departments, namely : one of

- (1) Orthography, Reading, and Elocution ;
- (2) Writing, Drawing, and Book-keeping ;
- (3) Arithmetic, and the higher branches of Mathematics ;
- (4) Geography and History ;
- (5) Grammar and English Literature ;
- (6) Theory and Practice of Teaching.



*Also*, [together with] such tutors and assistants therein, and such professors of natural, mental, and moral sciences, languages, and literature, as the condition of the school, and the number of students may require.

[Act of May 20, 1857, section 6, clause 4, P. L. p. 583.]

Through the kindness of Dr. E. O. Lyte of Millersville State Normal School, a most valuable volume of the early catalogues of the first Pennsylvania Normal School was placed in the care of the author. So rich is this volume in material for use in the history of the changes in the course, that no apology is offered for the insertion of copious extracts from the pages of the various catalogues therein found. From the historical remarks found in the earlier catalogues, the data here given are obtained.

The existence of the Lancaster County Normal School was owing to the establishment of the office of County Superintendent of Common Schools in Lancaster County, and the increased demand for professional instruction thereby created among teachers.

During the summer of 1854, a number of the citizens of Millersville and its vicinity, desiring a more liberal education for their children than that furnished by the common schools of the neighborhood, erected a building for the purpose of establishing a school, which they proposed to call the Millersville Academy. In the spring of 1855, learning that County Superintendent J. P. Wickersham desired a suitable building in which to hold a Teachers' Institute, the trustees of the proposed

Academy offered their building gratuitously for that purpose, promising to supply any want of boarding accommodations by private hospitality. The Institute opened on the 17th of April, and during the three months' term there was an attendance of one hundred and thirty-five students. The results were so satisfactory, and showed so clearly the want of permanent institutions of like character, that the trustees decided to enlarge their buildings and establish a regular Normal School. By November 5, 1855, the new buildings costing \$26000 were ready for occupancy. The number of students attracted proved that the projectors of the school had not miscalculated its necessity. During the summer of 1856, the number of students attending the school reached two hundred and six; and although the school was at first designed to accommodate only the teachers of a single county, the catalogue of 1857 contained the names of students from twenty-four different counties in Pennsylvania together with students from several other states.

Such success, attained by private effort unaided by the State, was soon to receive its crown of commendation. Through the efforts of the principal of the school, and many strong friends, the Legislature passed a general Normal School law granting certain privileges to such private institutions as would comply with the requisitions of the law and engage in the work of training teachers for the common schools. Since the law required that each Normal School established under it should have grounds to the extent of ten acres, a hall capable of seating one thousand persons, and boarding and other accommodations for at least three hun-

dred students, the trustees and stockholders at a public meeting held June 29, 1857, passed the following resolution :

"*Resolved*, That it is expedient to so enlarge the grounds attached to the school, and to make such additions to the buildings connected therewith, as to bring the school within the requirements of the Act of Assembly approved the 20th day of May, 1857."

The liberality of the friends of education in Lancaster county and in the counties adjoining soon enabled the school authorities to carry this resolution into effect; and, on December 3, 1859, the school at Millersville received the honor of recognition as the *First Pennsylvania State Normal School*, Hon. Henry C. Hickok being State Superintendent of Common Schools. The papers bearing upon this recognition by the State will be presented in another part of this history.

In our investigation of the origin of the Elementary Course it will be well to examine somewhat the work done in the Lancaster County Normal Institute as briefly outlined in the catalogue issued in 1855 by J. P. Wickersham, A. M., Principal.

Its object was to furnish to the teachers of Lancaster County and other parts of the State the means of obtaining, during three months of their summer vacation, the most thorough professional training :

1. By giving sound instruction in the various branches.
2. By imparting a knowledge of the most approved methods of teaching.

3. By furnishing an opportunity of actual practice in Model Schools connected with the institution.

As the principal design of the institute was to improve the teachers in the common schools, a thorough course of instruction was given in all the branches usually taught therein. Instruction was also given in several of the higher branches of an English education.

The result of this delicate and important experiment, to which the friends of the common schools looked with great anxiety, was both beneficial and decisive. It was undertaken with considerable hesitation, for a failure at this critical time would have resulted in serious injury to the cause; its success, however, largely decided public opinion in favor of establishing Normal Schools for the professional training of teachers for the common schools. The services of County Superintendent J. P. Wickersham, as Principal of the Institute, were rendered without any additional compensation. Among the resolutions passed by the students at the close of the term we find the following:

*"Resolved*, That we, the students of this Institute, tender our heartfelt thanks to Prof. J. P. Wickersham, Superintendent of Common Schools of Lancaster County, for the establishment of this Normal School: and for the great zeal and untiring energy with which he has so nobly labored for our improvement in the Art and Science of Teaching during its sessions."

The catalogue and circular of the Lancaster County Normal School issued in 1856, J. P. Wickersham, A. M., Principal, shows that Prof. J. F.

Stoddard, A. M., had been elected Principal, but circumstances had caused his separation from the school. The County Superintendent, although disinclined to connect himself permanently with the school, finally consented to accept the position as Principal. A strong faculty was selected to assist him.

The objects of the school were the same as stated in the preceding catalogue of the Normal *Institute*. Two courses of study were offered: a *Common School Course*, and an *Advanced Teachers' Course*. The Common School Course included all the branches usually taught in the common schools, and the Theory and Practice of Teaching. It was designed to meet the wants of students who could remain but a short time in the school. A *Teachers' Certificate* was granted to such as were proficient in these branches. The Advanced Teachers' Course included, in addition to the preceding course, such branches as Algebra, Geometry, Surveying, Trigonometry, several of the natural and experimental Sciences, and such of the ancient and modern languages as might be thought expedient. This course required two years after completing the common branches. A *Diploma* was given to those completing this course.

From the commencement of the school there were students who desired to take advantage of its system of instruction and discipline, but who did not intend to become teachers. Such persons were not excluded, but were admitted to the regular classes according to scholarship. It is doubtful whether this tendency to seize upon the general educational advantages of a local institution can ever

be entirely removed, even if the attempt be made to exclude such students by legislation.

The catalogue of 1857 contains the following outline of the general scope of the work done in the school :—

Our school is intended mainly as an institution for the training of teachers. Adapting it to the present wants of this class of students, we have two distinct courses of instruction :

I. A course of instruction embracing the branches of study required to be taught in common schools.

II. An advanced course of instruction embracing the Higher Mathematics, General Literature, and several of the Natural Sciences.

Opportunity is also afforded for pursuing a full course of study in both the ancient and modern languages, but their study is optional with the student. The course of study in the languages will require, if completed, the usual time devoted to such studies in colleges of good standing. Instruction is also given in Vocal Music, Instrumental Music, Painting, and Drawing. Courses of lectures are given in Botany, Geology, Physiology, Natural Philosophy, and General Literature.

Candidates for entrance into the Junior class must possess a thorough knowledge of the branches embraced in the Common School Course, viz : Orthography, Reading, Writing, Geography, Grammar; Mental Arithmetic, Written Arithmetic, History of the United States, Elements of Algebra, Natural Philosophy, and Physiology. Two years after entering the Junior class, a student may graduate. The studies are as follows :

## JUNIOR YEAR

FIRST TERM	SECOND TERM
Geometry (Five Books)	Geometry (Completed)
Higher Algebra	Trigonometry and Surveying
Rhetoric	History
Physiology or Botany	Natural Philosophy

## SENIOR YEAR

FIRST TERM	SECOND TERM
Conic Sections	Calculus
Analytical Geometry	Mathematical Astronomy
Chemistry	Geology
Philosophy of the Human Mind, with reference to Intellectual Education.	Philosophy of the Human Mind, with reference to Moral Education.

In special cases, other equivalent studies may be substituted for some of those embraced in the regular course ; and ladies are sometimes permitted to study the modern languages instead of the Mathematics of the Senior year.

Students who pass a thorough examination in the branches embraced in the Common School Course will receive a *Teachers' Certificate*, and, a *Diploma*—the highest honor the school can confer,—will be granted to such as complete the Advanced Course.

The methods of teaching practiced in the school are those which, after careful consideration, seem best adapted to train teachers. Teachers as guides to others need three things :

I. A thorough knowledge of the branches of study they propose to teach.

II. The best methods of teaching those branches.

III. Ability to instruct—to lead the young mind judiciously from the known to the unknown.

Academies and Colleges profess to discipline mind and impart a knowledge of the various branches of study, and, in this respect, their object and that of a Normal School are similar ; but, the *peculiar* object of the Normal School is to train persons *to be skillful in imparting instruction*.

The following letters relating to the application for recognition possess historical value :

[Catalogue of Lancaster County Normal, 1859]

LANCASTER COUNTY NORMAL SCHOOL,

June 4, 1859.

DEAR SIR :—It is the intention of the Trustees of this institution to ask its recognition as a State Normal School, in October next ; and, in the meantime, it is their intention to prepare to open its next term, in all respects, as if it were already recognized. Under the circumstances, I consider myself justified in submitting to you the following inquiries :

*First*—Would the proposed plans and arrangement of the Trustees of this Institution, as recently exhibited and made known to you, if perfected, in your opinion, entitle the school to recognition as a State Normal School, under the Normal School law passed the 20th day of May, 1857 ?

*Second*—Is the enclosed outline of a course of



study essentially such a one as is contemplated by the law above referred to?

An early answer to the preceding interrogatories will much oblige

Yours truly,

J. P. WICKERSHAM,  
*Principal.*

To HON. H. C. HICKOK, *Supt. of Common Schools.*

HARRISBURG, PA., June 7, 1859.

DEAR SIR :—Your communication of the 4th instant, desiring an interpretation of the Normal School Act, with regard to the points which you have presented, was duly received. In reply, I take pleasure in being able to answer both of your interrogatories in the *affirmative*.

With my best wishes for the success of this noble enterprise, and the hope that the projected plans and arrangements of your Trustees may be completed at the appointed time, I remain

Very truly yours,

H. C. HICKOK, *Supt. of Common Schools.*

To PROF. J. P. WICKERSHAM,

*Principal of Lancaster County Normal School.*

The following papers relate to the official recognition of the institution as a State Normal School  
December 2, 1859 :—

### **Report of Inspectors**

To HON. HENRY C. HICKOK,

*Superintendent of Common Schools :*

The undersigned Inspectors, appointed by you, with the consent of the Governor, in pursuance of the requirements of the Seventh Section of "An

Act to provide for the due training of teachers for the Common Schools of the State," approved the 20th day of May, 1857, together with the superintendents of the counties of Lancaster, York, and Lebanon, whose names are last subscribed, do report :

That on due notice from the Department of Common Schools, they did, personally, and at the same time, to wit : on Thursday and Friday, the first and second days of December, 1859, visit and carefully inspect the Lancaster County Normal School, located at Millersville, in said county, and after a thorough examination thereof—of its by-laws, rules and regulations, and of its general arrangement and facilities for instruction—we do approve the same, and find that they fully come up to the provisions of the "Act to provide for the due training of teachers for the Common Schools of the State, approved the 20th day of May, one thousand eight hundred and fifty-seven, and its supplement, approved the 15th day of April, 1859.

We, therefore, certify the same to the Department of Common Schools, with our opinion that the Lancaster County Normal School has fully complied with the provisions of the said act and its supplement, as far as can be done before going into operation under the same ; and we unanimously recommend that it shall forthwith be recognized as a State Normal School, for the Second Normal School District of Pennsylvania, composed of the counties of Lancaster, York, and Lebanon.

JAMES POLLOCK,  
WM. M. HIESTER,  
A. G. CURTIN,  
JNO. L. ATLEE.

[Additional Signatures]

A. R. BLAIR,

*Superintendent of York County*

HENRY HOUCK,

*Superintendent of Lebanon County*

DAVID EVANS,

*Superintendent of Lancaster County*

MILLERSVILLE, PA., December 2, 1859.

DEPARTMENT OF COMMON SCHOOLS,

*Harrisburg, December 3, 1859.*

I approve the foregoing report, and forthwith recognize the Lancaster County Normal School as a State Normal School for the Second District, hereby certifying that I was present during the whole of the inspection, as required by law.

HENRY C. HICKOK,

*Superintendent of Common Schools.*

### **Notice of the State Superintendent**

DEPARTMENT OF COMMON SCHOOLS


HARRISBURG, PA., December 3, 1859.

WHEREAS, The Board of Trustees of the Lancaster County Normal School, located at Millersville, in said county, by resolution adopted at a meeting of the Board, on the 1st day of October, 1859, on file in this Department, made formal application to the State Superintendent for the privileges of "An Act to provide for the training of teachers for the Common Schools of the State," approved the 20th day of May, 1857, and the supplement thereto, approved the 15th day of April, 1859, and

WHEREAS, In pursuance of said application, the State Superintendent of Common Schools, together with Hon. James Pollock of the county of Northumberland, Hon. William M. Hiester of the county of Berks, Hon. A. G. Curtin of the county of Centre, and Dr. John L. Atlee of the county of Lancaster, "competent and disinterested persons," appointed by him, with the consent of the Governor, as Inspectors, and Dr. A. R. Blair, Superintendent of the county of York, Henry Houck, Esq., Superintendent of the county of Lebanon, and David Evans, Esq., Superintendent of the county of Lancaster, did on Thursday and Friday, the 1st and 2d days of December, 1859, personally, and at the same time, visit and carefully inspect said School, and after thorough examination thereof, and of its by-laws, rules, and regulations, and of its general arrangement and facilities for instruction, by written report on file in this Department, approve the same, and find that they fully come up to the provisions of said act, and its supplement, as far as can be done before going into operation under them :

*Now, therefore,* In pursuance of the requirements of the Seventh Section of the Act aforesaid, I do hereby give public notice, that I have officially recognized the Lancaster County Normal School as a State Normal School for the Second Normal School District, composed of the counties of Lancaster, York, and Lebanon, and that said School shall henceforth enjoy all the privileges and immunities, and be subject to all the liabilities and restrictions contained in said Act and Supplement.

In testimony whereof, I have hereunto set

my hand, and affixed the seal of the Department of  
 Common Schools, at Harrisburg, this third  
 day of December, 1859.

HENRY C. HICKOK,  
*Superintendent of Common Schools.*

The following courses of instruction, *approved by the Superintendent of Common Schools*, are taken from the Catalogue and Circular of the Pennsylvania State Normal School, of the Second District, located at Millersville, Pa., issued in the year 1860:—

### MODEL SCHOOL COURSE

The course of instruction in the Model School embraces the Alphabet, Pronunciation, Spelling, Reading, Writing, Drawing, Arithmetic, Geography, Grammar, Vocal Music, Object Lessons; and, also, if desired, elementary instruction in the Languages.

It is intended to make this department truly a *Model School*. A limited number of children from eight to fourteen years of age will be received from abroad, to whom the Institution will be made not only a *School*, but a *home*.

### PREPARATORY COURSE

The Preparatory Course is designed for older pupils than those who attend the Model School; but the studies embraced in it, except Vocal Music and Drawing, are essentially the same. Preparation may be made here, as well as in the Model School, for entering the higher courses.

## Normal Course

Students with a *fair* knowledge of the branches of study, required by law, to be taught in Common Schools, can enter this course and graduate in three years.

The Junior year of this course is intended to be occupied in a careful review of the branches previously studied. Those who do not need this review can enter at once upon the studies of the Middle year. The studies of the respective years are as follows :

### JUNIOR YEAR

FIRST TERM	SECOND TERM
Orthography and Etymology	Orthography and Etymology
Reading and Elocution	Reading and Elocution
Writing and Drawing	Writing and Drawing
Geography	Geography
Mental Arithmetic	Mental Arithmetic
Written Arithmetic	Written Arithmetic
Grammar	Grammar

### MIDDLE YEAR

FIRST TERM	SECOND TERM
Reading and Elocution	Higher Grammar
Drawing	History of the United States
Physical Geography	Physiology
Higher Mental Arithmetic	Elements of Algebra
Higher Written Arithmetic	Book-keeping
Higher Grammar	Theory of Teaching
Vocal Music	Vocal Music

## SENIOR YEAR

FIRST TERM	SECOND TERM
Algebra	Geometry (Completed)
Elements of Natural Philosophy and Astronomy	Plane Trigonometry
Rhetoric	Elements of Chemistry or Elements of Mental Philosophy
Geometry (Five Books)	Botany or Zoology
Theory of Teaching.	Practice of Teaching

### Scientific Course

Entering this course with the required preparation, students can graduate in two years. Those who graduate in the Normal Course, can enter the second term of the Junior year. It is the design of this course to prepare teachers for English High Schools. The studies are as follows :

## JUNIOR CLASS

FIRST TERM	SECOND TERM
Geometry (Completed)	Higher Algebra
Plane Trigonometry	Analytical Trigonometry (Half Term)
Chemistry	Spherical Trigonometry and Surveying (Half Term)
Botany or Zoology	Ancient History
Rhetoric	English Literature

## SENIOR CLASS

FIRST TERM	SECOND TERM
Conic Sections and Analytical Geometry	Differential and Integral Calculus
Modern History or Acoustics and Optics	Astronomy
Mental Philosophy	Moral Philosophy
Geology	Analytical Mechanics

## Classical Course

This course is designed to prepare teachers for Classical High Schools. To be admitted to the Freshman Class, a student must possess a *thorough* knowledge of Geography, English Grammar, Arithmetic, Elements of Algebra, History of the United States, Latin and Greek Grammar, Caesar (two books), Virgil (four books of the *Æneid*), Greek Reader, and two books of the *Anabasis*.

The following are the studies of the several Classes :

### FRESHMAN

FIRST TERM	SECOND TERM
Anabasis	Iliad
Sallust and Ovid	Livy
Higher Algebra	Geometry (Five Books)
Rhetoric	Zoology or Botany

### SOPHOMORE

FIRST TERM	SECOND TERM
Memorabilia	Herodotus
Cicero	Horace
Geometry (Completed)	Trigonometry and Surveying
General History	Chemistry

### JUNIOR

FIRST TERM	SECOND TERM
Select Plays of Sophocles	Select Plays of Euripides
Juvenal	Tacitus
Conic Sections and Analytical Geometry	Differential and Integral Calculus
Geology	Astronomy



## SENIOR

FIRST TERM	SECOND TERM
Select Plays of Æschylus	A Dialogue of Plato
A Play of Terence	A Play of Plautus
Acoustics and Optics	Mechanics
Mental Philosophy	Moral Philosophy

Exercises in English, Greek, and Latin Composition will be given throughout the whole course, and, also, such incidental instruction as is essential to a full understanding of the branches studied. Those who prefer it, may select the French and German languages instead of the Greek and Latin of the Junior and Senior years.

In special cases, other equivalent studies may be substituted for some of those mentioned in the regular course; and ladies, unless they desire it, are not expected to study the higher mathematics.

If found qualified, students may enter an advanced class in either of the courses of study. The Trustees will probably be invested with full power to bestow the usual collegiate honors, together with a professional degree to teachers.

To all except experienced and successful teachers, an attendance upon two courses of lectures on Teaching, and Practice in the Model School during one term, are indispensable to graduation. A Thesis upon some professional subject must in all cases be deposited with the proper authorities before graduating.

The State will furnish Diplomas to those who graduate as teachers; to others, they will be furnished by the Institution at a cost of five dollars each.

The additional Certificate for the Practice of Teaching, for the granting of which provision is made in the law, will also be furnished by the State.

The preceding course was set forth in the catalogue of the Lancaster County Normal School for 1859. This is probably the course outlined by Principal Wickersham and forwarded to the Superintendent of Public Schools, as stated in the letter found on page 47.

The catalogue of 1861 shows that the name *Normal Course* was changed to *Elementary Course*. The only change made in the course, as outlined, was the omission of Mental Philosophy. This catalogue shows, for the first time, a division of the students of the school into classes designated A, B, C, D, E, F, G, and H, respectively.

The only change in the Elementary Course, as shown in the catalogue of 1862, relates to the limitation of Algebra by the definite statement "Algebra to Progressions." The course remained unchanged in 1863 for reasons obvious to the student of history.

In the catalogue of 1864 we find the lower courses and Elementary Course as outlined below. The Middle year of the Elementary Course is dropped, and the work extends through two years, designated respectively Junior and Senior. Students are expected to have a fair knowledge of the branches enumerated before entering upon the work of the Elementary Course.

[Catalogue of Millersville, 1864, J. P. Wickersham, A. M.,  
Principal.]

### MODEL SCHOOL COURSE

The pupils in the Model School are generally

from eight to fourteen years of age. A limited number can be received from abroad. The teaching is mainly done by the Graduating Class of the Normal School, but subject to the constant supervision of the Superintendent of the Model School. The school has been in operation under this arrangement for the past five years, with the most marked success.

The course of instruction comprises the usual branches taught in Common Schools, together with the elements of some of the higher branches. Attention is given to Object Lessons, Vocal Music, and Drawing.

### PREPARATORY COURSE

Many of our students enter the school quite deficient in a knowledge of the most elementary branches, and this fact renders necessary a Preparatory Course of study.

This course embraces Orthography and Etymology, Reading and Elocution, Writing and Drawing, Mental and Written Arithmetic, Physical and Political Geography, Grammar and Composition, and Vocal Music.

### ELEMENTARY COURSE

Students with a *fair* knowledge of the branches named in the Preparatory Course can enter this course and graduate in two years. The arrangement of studies for the respective years is as follows:

#### JUNIOR YEAR

The first work for this year is to review *thoroughly and with reference to teaching them* the sev-

eral branches of study required by law to be taught in the Common Schools of Pennsylvania—essentially those of the Preparatory Course. This done, the remaining part of the year will be taken up in the studies of Elementary Algebra, Book-keeping, Physiology, and the Theory of Teaching.

## SENIOR YEAR

The studies of the Senior Year are the Elements of Rhetoric, Geometry, Elements of Botany or Geology, Elements of Natural Philosophy, History and Constitution of the United States, and the Theory and Practice of Teaching. All students who graduate are required to practice teaching in the Model School for one-half of a school year.

The catalogue of 1865 specifies the extent of the study of each subject by designating text-books to be used. This is true of all the higher courses outlined in the catalogue. Following is the Elementary Course :

[Catalogue of Millersville, 1865, J. P. Wickersham, A. M.,  
Principal.]

## ELEMENTARY COURSE

Students with a *fair* knowledge of the branches of study named in the Preparatory Course can enter this course and graduate in two years. The arrangement of studies for the respective years is as follows :

## JUNIOR YEAR

D Class.—This Class will review *thoroughly and with reference to teaching them* the several branches of study required by law to be taught in

the Common Schools of Pennsylvania—especially those of the Preparatory Course. The study of the Theory of Teaching will also be commenced.

C CLASS.—This Class will study Algebra (Ray's Part First), Physiology (Hitchcock), Higher Grammar (the analysis and construction of sentences), Book-keeping (Marsh), and the Theory of Teaching.

### SENIOR YEAR

B CLASS.—Geometry (Brooks), Natural Philosophy (Wells), Rhetoric (Quackenbos), and the Theory of Teaching.

A CLASS.—Algebra (Ray's Part Second, through Quadratics), Elements of Botany (Gray), History and Constitution of the United States (Loring). This Class practice Teaching in the Model School for one-half of a school year.

The catalogue of 1866, Principal J. P. Wickersham, A. M. retiring and Edward Brooks, A. M. succeeding, shows few changes in the course. Mental Philosophy is restored, and a note on the principles of the Theory of Teaching is added:—

The Theory of Teaching embraces three things, namely :

I. A knowledge of the Mental and Moral powers, and the Methods of Training them.

II. A knowledge of the Methods of Teaching the different Branches of Study.

III. A knowledge of the Methods of Organizing and Managing Public Schools.

A Thesis upon some educational subject was made one of the requirements of the course.

The Scientific Course, as shown on page 54 from the catalogue of 1860, was modified some-

what in the catalogue of 1861. Teaching during the entire Junior year was added, and Modern History was combined with Ancient History under the title General History. English Literature was transferred to the Senior year, and became optional. Other changes were simply rearrangements of the studies. During 1862 and 1863 this course remained unchanged, and in 1864 was still practically unchanged, although its connection with the Elementary Course became closer. In 1865 Logic was introduced, and in 1865, the Theory of Teaching—including Philosophy of Education and History of Education.

### SCIENTIFIC COURSE

Having completed the studies of the Elementary Course, or their equivalents, students can enter this course and graduate in two years. The studies are as follows :

#### JUNIOR CLASS

FIRST TERM.—Trigonometry (Brooks), Surveying (Davies), Geology (Dana), Zoology (Agassiz), General History (Willson).

SECOND TERM.—Higher Algebra (Ray), Chemistry (Wells), General History (Willson), English Literature (Shaw).

#### SENIOR CLASS

FIRST TERM.—Analytical Geometry (Church), Astronomy (Loomis), English Literature (Shaw), Mental Philosophy (Hickok).

SECOND TERM.—Differential and Integral Calculus (Loomis), Analytical Mechanics (Peck) Logic (Thompson), Moral Philosophy (Hickok).

**Theory of Teaching.**—The Theory of Teaching in this course embraces the Philosophy of Education and the History of Education.

The Classical Course, as outlined in full on page 55, remained practically unchanged until 1866, when all reference to the course was reduced to the following note :

This course is designed to prepare teachers for Classical High Schools. The branches studied are the same as those of the Elementary and Scientific Courses, together with the usual amount of Latin and Greek reading required in Colleges. To complete it will require two years in addition to the time required for the Scientific Course. Exercises in Latin and Greek composition will be given throughout the whole course. Those who prefer it may substitute the French and German languages for an equivalent amount of Latin and Greek reading. (See page 93)

### **Examinations**

The examinations in the early days of the Normal School system of Pennsylvania were conducted under the provisions of the Act of April 15, 1859. The first regular statement of the general plan of the examinations is found in the catalogue for 1862. The words as therein found are as follows :

#### **EXAMINATIONS**

The examinations are conducted by the faculty of the School and by a Board of Examiners. The faculty first examine all candidates for

graduation, and, if satisfied with their qualifications, they refer them to the Board of Examiners for further examination. .

The Board of Examiners consists of such Principals of the State Normal Schools as may be designated by the Superintendent of Common Schools ; and the examinations are to be conducted in the presence of the State Superintendent, and the County Superintendents of the Normal District in which the school is located.

The Board of Examiners may ask questions upon all the branches of study included in the several courses ; but this examination is intended to have particular reference to the Theory of Teaching.

The catalogues of 1863, 1864, and 1865 contain the same statement of the plan of examinations. In that of 1866, the following words are added :

A Thesis upon some educational subject will be required as a part of the examination.

Examinations were held under the Act of April 15, 1859, until the Act of April 3, 1872 was passed, changing somewhat the duties of the Board of Examiners, and setting forth the official composition of the Board. The Act provides :

That all examinations of the graduating classes at the Normal Schools shall be conducted by a Board of which the State Superintendent or his Deputy shall be President, of two Principals of the Normal Schools, of whom the Principal of the School where students are under examination shall be one, and two County, City, or Borough Superintendents of the District in which the school is



located, to be appointed by the State Superintendent.

The act of April 12, 1875 determined the number of votes required for graduation.

That no person shall graduate at a State Normal School, or receive a state certificate as a practical teacher, unless by the affirmative vote of four out of five members of the Board of Examiners.

The catalogue of the State Normal School at Indiana, 1875, sets forth the general plan of the examinations under this law (page 69). Modifications of the general plan of examinations were introduced in 1886, (pages 76 and 78), in 1893 (page 79), and in 1894 (page 85).

In April 1895 the Legislature passed an Act authorizing the increase of the Board of Examiners. The general plan of the examinations under this law is shown on page 96 and 97, and the law is quoted on page 98. The modifications therein set forth were adopted at meetings of the Board of Principals in 1894, 1896, and 1897.

### **Diplomas and Degrees**

The first direct statement in regard to diplomas and degrees is found in the Millersville catalogue for 1861. Following is the text :

#### **DIPLOMAS**

A student graduating in the Elementary Course, will receive a diploma, in which will be named the branches he has studied, and by which he will be constituted Bachelor of the Elements ; the Diplomas of those graduating in the Scientific and Classical Courses, will enumerate the distinctive branches of these courses, and constitute their

holders, respectively BACHELORS OF THE SCIENCES, and BACHELORS OF THE CLASSICS.

Regular graduates who have continued their studies for two years, who have practiced their profession during two, full, annual terms in the Common Schools of the State, and who have presented to the faculty and Board of Examiners, a certificate of good moral character and skill in the art of teaching from the Board, or Boards of Directors in whose employment they taught, countersigned by the proper County Superintendent, may receive second Diplomas, constituting them MASTERS in the several studies embraced in the courses in which they graduated, and conferring upon them corresponding professional degrees as follows:—

TEACHERS OF ELEMENTARY DIDACTICS.

TEACHERS OF SCIENTIFIC DIDACTICS.

TEACHERS OF CLASSICAL DIDACTICS.

The Diplomas, granted in accordance with these conditions, will contain an enumeration of the branches of study in which the holder is found proficient, and confer upon him the professional degree to which the extent of his knowledge may entitle him.

All the diplomas are authorized and furnished by the State, and exempt those who hold them from any further examination by authorities acting under the provisions of our Common School laws.

The following special notice, taken from the catalogue of the Millersville Normal School for 1863, shows that there may be occasions rendering necessary some very sudden and complete changes in the Normal School Course. All honor to the brave sons of Millersville who so nobly rose to

the needs of the crisis when the high-water mark of the rebellion was reached :—

“The term of School which would have ended on September 4th was suddenly interrupted by the rebel invasion of the State ; and after the approach of the enemy to the Susquehanna, and the burning of the Columbia Bridge, it was found impossible to keep the school together, and the largest number of students ever assembled in the Normal School scattered—some to seek the security of home, and others to aid in driving back the ruthless invaders of our soil.

The Principal of the School raised a Regiment, the 47th P. V. M., in which were two Professors of the Institution, and a large number of its students. The Regiment, having accomplished the work assigned it, was mustered out of service on the 13th of August.

*The Normal School will therefore re-open as usual on the second Monday in October. (1863)”*

Data kindly furnished by Dr. J. R. Flickinger, from a series of catalogues of the Edinboro State Normal School, give the courses of study in that venerable institution. Recognized as a State Normal School in 1861, the institution sets forth in its first catalogue the following courses :

#### PREPARATORY COURSE

Designed to fit students for entrance upon the Higher Courses.

#### NORMAL COURSE

Designed for students who have passed the Preparatory Course, and for those who, upon examination, are found to possess a fair knowledge of

the branches required by law to be taught in the common schools. The course covers three years, and the studies are as follows :

### JUNIOR YEAR

Orthography; Etymology; Reading and Elocution; Writing; Drawing; Geography, Political and Physical; Arithmetic, Mental and Written; English Grammar; Science of Language; and Vocal Music.

### MIDDLE YEAR

Reading and Elocution; Drawing of Maps; Geography, Topical and Physical; Higher Arithmetic, Mental and Written; Science of Language; Pencil and Crayon Drawing; Vocal Music; History of the United States; Physiology; Higher Algebra; Book-keeping; and Theory of Teaching.

### SENIOR YEAR

Algebra, completed; Geometry; Elements of Natural Philosophy; Grammar and Rhetoric; Elements of Geology; Theory of Teaching; Plane Trigonometry and Surveying; Elements of Chemistry; Mental Philosophy; Botany or Zoology; Elements of Political Science; and Theory and Practice of Teaching.

An examination of the above course shows that in the Junior year there were no professional studies, and that no Latin was taught in the course. It was intended to prepare teachers for the common schools, and thus corresponded to our present Elementary Course.

A Change in the Normal Course appears in the catalogue of 1865. It is now called the Elementary Course, and extends through two years designated respectively Junior and Senior. Students are expected to have a fair knowledge of Orthography, Reading and Elocution, Writing, Draw-

ing, Mental Arithmetic, Written Arithmetic, Political Geography, Physical Geography, Grammar and Composition, and Vocal Music.

### JUNIOR YEAR

A thorough review, with reference to teaching them, of the several branches of study required by law to be taught in the Common Schools of Pennsylvania. Also Elementary Algebra, Book-keeping, Physiology, and the Theory of Teaching.

### SENIOR YEAR

Elements of Rhetoric; Geometry; Elements of Botany or Geology; Elements of Natural Philosophy; History and Constitution of the United States; and Theory and Practice of Teaching, including one-half year in the Model School.

The catalogue of 1868 contains only the Elementary Course extending through two years. The chief difference between it and the present course are the absence of Latin, Physical Culture, and General History and the presence of Solid Geometry and Ethics.

In this catalogue is found the first reference to State Aid for students. The Legislature of 1867 appropriated \$12000 for the education of teachers in Normal Schools during the year beginning June 1, 1868. The conditions on which it was granted were the same as at present. The same Act also provided for the payment of fifty dollars to each graduate.

Additional light as to the character of the courses of study pursued in the Normal Schools of the State is given by the First Catalogue of the Indiana State Normal School for the year 1875. The Elementary Course at that date is given below :

[Indiana First Catalogue 1875,  
Edmund B. Fairfield, D. D., LL. D.]

## PREPARATORY

Orthography; Reading and Elocution; Writing; Drawing; Mental Arithmetic; Written Arithmetic; Geography; English Grammar; and Vocal Music.

## JUNIOR YEAR

Orthography; Mental Arithmetic; English Grammar; Written Arithmetic; Reading and Elocution; Writing; Drawing; Lectures on Anatomy and Physiology; Etymology; History of the United States; Physical Geography; Higher Arithmetic; Elementary Algebra; Vocal Music; Natural Philosophy; and *English History*.

## SENIOR YEAR

Algebra, completed; Geometry; Rhetoric; *Reading and Elocution*; School Economy; Physiology; *Book-keeping*; *Chemistry*; Science of Government; Constitution of the United States; Botany; General History; Mental Philosophy; *Moral Philosophy*; Theory of Teaching; and Practice of Teaching.

## EXAMINATIONS

The examinations at this time were conducted by a State Board consisting of five members who tested the qualifications of the candidates upon *ALL* of the branches of the course *at the close of the Senior year*. Admission to the Senior class was in the hands of the faculty. According to this catalogue, special attention was given to the *science and art of teaching*.

Dr. Edmund B. Fairfield was at that time Principal of the school at Indiana.

[Indiana Catalogue 1877, David M. Sensenig, M. S.]

## ELEMENTARY COURSE

A thorough knowledge of the branches taught in common schools as required by law, including higher Arithmetic and higher Grammar ; also,

GEOGRAPHY.—Physical, as much as is found in Warren's ; and Mathematical, as much as is found in Smith's.

ETYMOLOGY.—As much as in Webb's Etymology.

GEOMETRY.—Plane Geometry.

ALGEBRA.—As found in the elementary text-books.

BOOK-KEEPING.—Single entry, as found in the ordinary text-books, with the knowledge of the use of checks, notes, drafts, etc.

PHYSIOLOGY.—As found in the large common school text-books.

NATURAL PHILOSOPHY.—As found in the ordinary text-books, with the use of apparatus.

RHETORIC.—As found in the ordinary text-books.

HISTORY of the UNITED STATES and CONSTITUTION.—As in ordinary text-books.

BOTANY.—As in ordinary text-books.

PENMANSHIP.—To be able to explain and teach some approved system, the writing-books to be presented to the Board of Examiners.

DRAWING.—As much as two of Bartholomew's drawing-books, with six months' free-hand drawing.

VOCAL MUSIC.—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

**THEORY OF TEACHING.**—This embraces three things, namely :

1. A knowledge of the mental and moral powers, and the methods of training them.

2. A knowledge of the methods of teaching the different branches of study.

3. A knowledge of the methods of organizing and managing public schools.

**THE PRACTICE OF TEACHING.**—This includes forty-five minutes of daily practice in the Model School for at least one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

The **THEORY of TEACHING** must be commenced the second half of the junior year, and continued during the entire course.

Though not required by law, we advise the members of this course to take at least one year's drill in Latin.

A single sheet, issued in the fall of 1877 or spring of 1878, has the general heading, "Courses of Study as Recently Revised," but is without date or signature by which it can be located chronologically. The Elementary Course as therein outlined is given below :

[State Normal Schools, Course of Study as Recently Revised]

### ELEMENTARY COURSE

A thorough knowledge of the branches taught in common schools, as required by law, including higher Arithmetic and higher Grammar ; also,

**GEOGRAPHY.**—Including the leading principles of Physical and Mathematical Geography.

**GEOMETRY.**—Plane Geometry, including the circle.



**ALGEBRA.**—As found in the elementary text-books.

**BOOK-KEEPING.**—Single entry, as found in the ordinary text-books, with the knowledge of the use of checks, notes, drafts, etc.

**PHYSIOLOGY.**—As found in larger common school text-books.

**NATURAL PHILOSOPHY.**—As much as in Steele's fourteen weeks' course.

**RHETORIC and ENGLISH CLASSICS.**—The Outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English Classics.

**LATIN.**—The Elements, including as much as in Jones' Latin Lessons, or the first book of Caesar through the Helvetian War.

**HISTORY of the UNITED STATES and CONSTITUTION.**—As in ordinary text-books.

**BOTANY.**—As in ordinary text-books.

**PENMANSHIP.**—To be able to explain and teach some approved system; the writing-books to be presented to the Board of Examiners.

**DRAWING.**—As much as two of Bartholomew's drawing-books, with six months' free-hand drawing.

**VOCAL MUSIC.**—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

**MENTAL PHILOSOPHY.**—Outlines of Mental Philosophy, including the intellect, the sensibilities, and the will.

**METHODS of INSTRUCTION.**—All in "Methods of Instruction," except the Dead Languages, Liv-

ing Foreign Languages, Formal Sciences in General, Logic, Instruction in Rational Science, the Philosophy of History, and the Arts in General.

**SCHOOL ECONOMY.**—The whole work.

**THE PRACTICE of TEACHING.**—This includes forty-five minutes of daily practice in the Model School for one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

**THE THEORY of TEACHING** must be commenced the second half of the Junior year, and continued during the entire course.

A comparison of the course as outlined above with that found in the Indiana catalogue of 1877 shows that in the revision a considerable number of changes were made, of which the more important were :

1. The definite introduction of Latin.
2. The differentiation of the professional studies into School Economy, Methods of Instruction, and Mental Philosophy.
3. The introduction of English Literature, including the study of one selection from each of four English Classics.
4. The importance of proper power in Reading seems to have been emphasized in the Indiana catalogue of 1875, since it was continued throughout the course. A true basis for the study of the History of the United States was found in its correlation with English History as an actual study in the course.
5. The determination of the amount of Drawing, although not very clearly defined.
6. The study of Science of Government

mentioned in the catalogue of 1875 may have meant the study of Civil Government as now known. Also the History of the United States and Constitution, mentioned in the catalogue of 1875, probably involved all the study of Civil Government as then pursued in the schools.

7. The suggestion of the introduction of Latin into the course is found in the Indiana catalogue of 1877.

A catalogue of 1878, Lock Haven School, Albert N. Raub, A. M., Principal, contains the same course with the studies classified according to a plan nearly the same as that now in general use. Following is the course :

[Lock Haven Catalogue 1878, Albert N. Raub, A. M.]

### ELEMENTARY COURSE

LANGUAGE.—Orthography; Reading; and Elocution; English Grammar; Composition; Outlines of Rhetoric, and English Classics; Elements of Latin, including the First Book of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra; Plane Geometry.

NATURAL SCIENCE.—Geography, including the leading principles of Physical and Mathematical Geography; Physiology; Natural Philosophy; Botany.

HISTORY.—History of the United States; Constitution of the United States.

THE ARTS.—Penmanship; Drawing; Vocal Music; Book-keeping.

PROFESSIONAL STUDIES.—School Economy; Methods of Instruction; Mental Philosophy.

PRACTICE of TEACHING.—This includes at

least forty-five minutes of daily practice in the Model School for one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

A THESIS must be written upon some educational subject, and will be considered as part of the examination.

For special use in the school at Lock Haven, the Elementary Course was divided into three parts: the Preparatory, the Junior year, and the Senior year. The State Examination was held at the end of the Senior year by a Board of Examiners consisting of the State Superintendent as President of the Board, two County or City Superintendents of the Normal District, and two Principals of State Normal Schools of whom the Principal of the school was one.

An important note bearing upon the subject of changes in the course is here found:

"NOTE.—Students during the year 1879 are permitted to graduate on the former basis of study, which, in the Elementary Course, omits Latin and retains Etymology and Physical Geography."

This shows that the time set for the general introduction of Latin into the Course was the fall of 1879.

An examination of the Catalogues of the California State Normal School for 1882 and 1883, George P. Beard, A. M., Principal, shows no change in the Course. The work is arranged for the school on the basis of a division into four classes D, C, B, and A, a system still in practical service in many of the Normal Schools.

A catalogue of the Lock Haven State Normal School for 1883, Albert N. Raub, Ph. D., Principal, shows no change from that of 1878. The same

course is found in a catalogue of 1884, issued from the same school, Albert N. Raub retiring, and George P. Beard assuming the principalship.

The year 1885 brought no changes, but in the spring of 1886 the Elementary Course was divided into definite Junior and Senior years, and examinations were instituted providing for admission into the Senior class. The State Examinations were changed in such a manner that the faculty now presented for examination a Junior as well as a Senior class. It is believed that the adoption of this plan was optional for the year ending in June 1886, and that it went into general effect in June 1887.

The following is the course as found in the catalogue of the Lock Haven State Normal School for 1886, George P. Beard, A. M., Principal.

It will be noticed that the subject of Arithmetic is divided, placing Mensuration in the Senior year in closer correlation with Geometry. Introductory Latin is placed in the Junior year.

Also, Civil Government is found for the first time under this heading, although it had been pursued under the titles of "History of the Constitution" and "Constitution of the United States" in the years preceding. Drawing is more clearly defined by the introduction of the time limit. These changes are confirmed by a series of catalogues of Bloomsburg State Normal School, furnished by Dr. Waller.

[Lock Haven Catalogue 1886, George P. Beard, A. M.]

## ELEMENTARY COURSE

[Recently Revised]

### JUNIOR YEAR

PEDAGOGICS.—Elements of School Management and Methods.

**LANGUAGE.**—Orthography and Reading; English Grammar, including Composition; Latin, sufficient for the introduction of Caesar.

**MATHEMATICS.**—Arithmetic, except Mensuration; Elementary Algebra.

**NATURAL SCIENCE.**—Physiology and Hygiene.

**HISTORICAL SCIENCES.**—Geography—Physical, Mathematical, and Political; History of the United States; Civil Government.

**THE ARTS.**—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to Board of Examiners; Book-keeping, Single Entry, seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least one-third of a year.

### SENIOR YEAR

**PEDAGOGICS.**—Psychology, embracing the Intellect, Sensibilities, and Will; Methods; History of Education; Model School Work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a Professional subject.

**LANGUAGE.**—The Outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English Classics; Latin, Caesar, through the Helvetian War.

**MATHEMATICS.**—Arithmetic; Mensuration; Plane Geometry.

**NATURAL SCIENCES.**—Elementary Natural Philosophy; Botany.

**HISTORICAL SCIENCES.**—Reading of General History in connection with the History of Education.

**THE ARTS.**—Elocutionary Exercises in connection with the study of English Literature.

### EXAMINATIONS

1. Admission to the Senior Class shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Senior Class students must be qualified in the Junior studies; but the examination in Pedagogics shall be deferred to the Senior year, the examination in the remaining studies of the Junior year to be final.

3. Any person or persons not in actual attendance during the Spring session, if recommended by the faculty, may be examined in the Junior studies at the opening of the Fall term, by the Principal and two Superintendents who were members of the State Board; and the examination papers, if approved by these three examiners, shall be submitted to the Superintendent of Public Instruction for approval; and if he approve them, such person or persons shall be admitted to the Senior class.

4. A certificate setting forth the fact of the passing of the Junior course of study shall be prepared by the Department, and signed by the Board, and shall entitle the holder thereof to admission into the Senior class of any State Normal School of Pennsylvania at the beginning of any Senior year.

From the year 1886 until 1893 no change was

made in the Elementary Course, but at a meeting of the Principals of the State Normal Schools held February 4, 1891, besides the adoption of a post-graduate course, the following rule in regard to examinations relating to admission into the Senior class was adopted :

"All who wish to enter the Senior Class must now pass the State Examination at the close of the Spring Term. No student who has been denied admission to or who has been rejected from the Junior class of any State Normal School can be admitted to the Junior class of any other State Normal School during the same year."

In 1893 certain changes were made in the Elementary Course, and the following rule was adopted allowing examination in six or more studies of the Junior course:

"Whenever one or more students are recommended by the faculty for examination in six or more studies of the Junior course, the State Board of Examiners shall examine such candidates, and the examination shall be final only in the school in which the candidate passes in all the branches selected. The above provision for examination shall take effect in June 1893; the changes in the Junior studies shall take effect in June 1894; and those in the Senior studies in June 1895."

The Elementary Course as thus revised is here given :

[Catalogue of Slippery Rock State Normal School 1893,  
Albert E. Maltby, Principal]

### JUNIOR YEAR

[To take effect June, 1894]

PEDAGOGICS.—Elements of School Manage-



ment, and Methods of Teaching the Common Branches.

LANGUAGE.—Orthography and Reading; English Grammar, including Composition; Rhetoric; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra, to Quadratic Equations; Plane Geometry, first two books.

NATURAL SCIENCE.—Physiology and Hygiene.

HISTORICAL SCIENCES.—Geography—Physical, Mathematical, and Political; History of the United States; Civil Government.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least one-third of a year.

PHYSICAL CULTURE.—“*The exercises and drills in the gymnasium are maintained for the health of the students, and as an important element in the professional education of the teacher. The course, as arranged at present, comprises gymnastics for public schools; posings; marches; exercises with wands, bells, and clubs; and Delsarte movements.*”

[Special development of the topic for the school]

In this State Normal School the work of the Junior year is divided into parts designated respectively C, B, and A, and students are classed in divisions corresponding to these parts.

## SENIOR YEAR

[To take Effect June 1895]

**PEDAGOGICS.**—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a Professional subject.

**LANGUAGE.**—English Literature, at least a fourteen weeks' course, including the thorough study of four English Classics; Latin, Caesar through the Helvetian War.

**MATHEMATICS.**—Elementary Algebra, completed; Plane Geometry, completed.

**NATURAL SCIENCES.**—Elementary Natural Philosophy; Botany.

**HISTORICAL SCIENCES.**—Reading of General History in connection with the History of Education.

**THE ARTS.**—Elocutionary exercises in connection with the study of English Literature; Manual training.

The Slippery Rock State Normal School adopted Orthography, Reading, Geography, History, Penmanship, Book-keeping, and Vocal Music as the branches in which students recommended by the faculty were to be examined as Sub-Juniors. [Known as Junior C. class]

The important changes made in the Elementary Course in 1893 were :

1. The restoration of Mensuration to the Junior year under the subject of Arithmetic.
2. The division of Algebra into two parts [Quadratics], and the placing of quadratics and

higher Algebra in the Senior year.

3. The division of Plane Geometry by providing for the examination on the first two books at the close of the Junior year.

4. The removal of Rhetoric from the Senior to the Junior year.

5. The introduction of Manual Training into the Senior year.

6. The establishment, in partial form, of the so-called Sub-Junior examinations.

7. The requirement of two meetings of the Senior class each week for the discussion of the practice of teaching, although dropped from many catalogues before this time, seems now to have been officially omitted. [Present in Bloomsburg catalogue of 1890.]

From a sheet entitled "Recommendations submitted to the Board of Principals," undated, and without signature, but evidently presented at the meeting of 1893, the following recommendations which were not adopted are taken :

1. That the Elementary Course be called the "English Course."

2. That the degree of Bachelor of Elementary Pedagogics [B. E. P.] be granted to graduates in this course, to be followed by the degree of Master of Elementary Pedagogics [M. E. P.]

3. That a higher course in Pedagogics be established, leading to the degree of Bachelor and Master of Pedagogics. [B. P. and M. P.]

4. That a certificate similar to the Junior certificate be issued to students who pass the examination in the Preparatory studies.

5. That an attendance of at least twelve

weeks at a Normal School, or an experience of at least one term as teacher in the public schools, be required of all applicants for admission into the Senior class.

6. That General History and Botany be transferred to the Junior year, and that Mensuration be retained in the Senior year.

7. That Senior Latin be increased to two books of Caesar.

8. That Manual Training be introduced into the Junior year, and that the Senior course in this subject consist of forty lessons.

The changes actually made in 1893, to take effect not later than 1895, were evidently unsatisfactory. This is shown by the fact that at a meeting called December 11, 1894, many of these changes were reversed even before they had gone into effect.

At this meeting three Advanced Courses were adopted, and the Elementary Course revised as follows :

[Catalogue of Keystone State Normal School  
George B. Hancher, Ph. D., Principal]

### ELEMENTARY COURSE

[As revised December 11, 1894, to take effect not later than 1896]

#### PREPARATORY STUDIES

LANGUAGE.—Orthography; Reading.

NATURAL SCIENCE.—Physiology and Hygiene.

HISTORICAL SCIENCES.—Geography, Political and Physical; History of the United States.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners.

Other studies, as Arithmetic, English Grammar, Algebra, etc., shall be added to the Preparatory year, said studies to be selected by each Normal School, but the "final" examination in these added branches shall be deferred till the end of the Junior year.

## JUNIOR YEAR

PEDAGOGICS.—School Management; Methods of Teaching the Common Branches.

LANGUAGE.—English Grammar; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra.

NATURAL SCIENCE.—Botany.

HISTORICAL SCIENCE.—Civil Government.

THE ARTS.—Drawing, a daily exercise for at least twenty-four weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, including a knowledge of common business papers, and a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least twelve weeks.

PHYSICAL CULTURE.

## SENIOR YEAR

PEDAGOGICS.—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a professional subject.

LANGUAGE.—Rhetoric and Composition; Eng-

lish Literature, at least twelve weeks' work, including the thorough study of four English Classics; Latin, Caesar through the Helvetian War.

MATHEMATICS.—Plane Geometry.

NATURAL SCIENCE.—Elementary, Natural Philosophy.

HISTORICAL SCIENCE.—General History.

THE ARTS.—Elocutionary exercises in connection with English Literature; Manual Training.

PHYSICAL CULTURE.

The most noticeable change made in the course was the official recognition of the Preparatory year by the specification of the studies comprised in it. Other changes were as follows :

1. The separation of Algebra into two parts was abandoned, and the subject was placed in the Junior year.

2. The division of Plane Geometry was also abandoned, and the subject placed in the Senior year.

3. Botany was transferred to the Junior year.

4. Drawing was reduced to twenty-four weeks, the Model School work to twenty weeks, and Vocal Music to twelve weeks.

5. Book-keeping was made to include a knowledge of common business papers.

6. General History was officially made a separate branch of study.

7. The examination in the entire subject of Latin was placed at the close of the Senior year.

8. The discontinuance of the issuing of Junior certificates directly to the student.

9. Candidates for graduation were allowed

to take examinations in higher branches, the same to be named in their certificates.

10. Persons who have been graduated in any course were allowed examination in any branches of a higher course, the subjects to be named on the back of their diplomas.

11. A list, certified by the faculty and setting forth the grades obtained by the applicants for examination in the various branches, was officially required to be presented to the Board of Examiners.

12. A recommendation was made that the Legislature enact a law authorizing the possible increase of the Board of Examiners by the appointment of not more than six superintendents. [See Act of April 20, 1895.]

At a meeting of the Board of Principals held February 5, 1896, an amendment was made to Rule 8, governing examinations, as follows :

"The certificate presented for applicants for admission to the Senior class in the Elementary Course shall also set forth the standing of said applicants in the studies of the Junior year in which they are not examined." This is found in only one of the catalogues examined. [Shippensburg]

At this meeting the question of uniform examinations was discussed, but no direct action was taken.

At the meeting held November 5, 1896, the following actions were taken :

1. That after 1897 the State Normal Schools of Pennsylvania discontinue issuing degrees to graduates in the Elementary Course, except the degree of Master of Elements to those holding the

degree of Bachelor of Elements.[B. E. and M. E.]

2. Granting the degree of Bachelor of Pedagogics to graduates in the Regular Normal Course, and the degree [M. P.] after two years' successful teaching.

3. Granting the degree of Bachelor of Science to graduates in the Scientific Course, and the degree of Master of Science after two years' successful teaching. [Was this not already the practice?]

4. Examination in Junior Latin was restored.

At the meeting of the Board of Principals held November 4, 1897, the following actions were taken :

1. That the Middle State College requirement in English be adopted as the requirement of the course for the preceding year in the Normal Schools. [Obligatory after 1898]

2. That the separate examination in the Preparatory studies—known as the Sub-junior examination—be abolished. [To take effect not later than 1899]

The following is the Elementary Course as it stands to-day :

## JUNIOR YEAR

PEDAGOGICS.—School Management; Methods of Teaching the Common Branches.

LANGUAGE.—Orthography and Reading; English Grammar, including Composition; Latin, sufficient for the introduction of Caesar.

MATHEMATICS.—Arithmetic; Elementary Algebra.

NATURAL SCIENCES.—Geography, Political



and Physical; History of the United States; Civil Government.

THE ARTS.—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-four weeks, work to be submitted to the Board of Examiners; Book-keeping, single entry, including a knowledge of common business papers, and a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least twelve weeks.

PHYSICAL CULTURE.—Calisthenic Exercises.

## SENIOR YEAR

PEDAGOGICS.—Psychology; Methods of Teaching the Common Branches; History of Education; Model School Work, at least twenty weeks of teaching daily during one period of not less than forty-five minutes; a Thesis on a professional subject.

LANGUAGE.—Rhetoric and Composition; English Literature, at least twelve weeks' work, including the thorough study of four English Classics; Latin, Caesar, through the Helvetian War.

MATHEMATICS.—Plane Geometry.

NATURAL SCIENCE.—Elementary Natural Philosophy.

HISTORICAL SCIENCE.—General History.

THE ARTS.—Elocutionary exercises in connection with the study of English Literature; Manual Training.

PHYSICAL CULTURE.

## THE SCIENTIFIC COURSE

The Normal School Law provides for three distinct courses of study :—The Elementary Course, the Scientific Course, and the Classical Course.

The Edinboro catalogue of 1861 specifies the Scientific as a two years' course. The graduates from the Normal Course were permitted to complete this course in a year and one-half. The design of this course was to prepare teachers for the *English* High Schools. The studies were as follows:

### JUNIOR YEAR

Higher Algebra; Geometry; Plane Trigonometry; Analytical Trigonometry; Surveying; History of English Literature; Chemistry; Botany or Zoology.

### SENIOR YEAR

Analytical Geometry and Conic Sections; Differential and Integral Calculus; Analytical Mechanics; Natural Philosophy; Geology; Astronomy; Mental Philosophy; Moral Philosophy; and Political Science.

The catalogue of Indiana Normal School for 1875 contains a Scientific Course arranged for that institution. In its broad outline it does not differ materially from the more systematic course found in the catalogue of 1877 of the same institution, and also in the catalogues of Bloomsburg and Lock Haven for 1878. The course is here given :

### SCIENTIFIC COURSE

Plane and Spherical Trigonometry and Surveying.

Higher Algebra—As in ordinary text-books.

Analytical Geometry and Calculus.

Chemistry—As found in ordinary text-books.

Natural Philosophy—As much as in Olmsted.

Zoology—As found in Agassiz and Gould.

Geology—As found in ordinary text-books.

General History—As found in Weber and Wilson.

Astronomy—As found in Loomis.

Logic—As much as in Atwater.

Mental and Moral Philosophy—As much as in Haven or Hickok.

Elements of Latin—Including four books of Caesar.

English Literature—As much as in Shaw, and the study of English Classics for one-third of a school year.

Theory of Teaching—As much as in the Elementary Course, and the whole of "Methods of Instruction."

Substitutions—Students may be permitted to substitute for Spherical Trigonometry, Analytical Geometry, Calculus, the mathematical parts of Natural Philosophy and Astronomy, and the latter third of Higher Algebra an equivalent amount of Latin, French, or German.

No changes were made in this course until 1886, when the subject Philosophy of Education was introduced, the amount of Latin greatly increased, and a Course of Professional Reading required in place of the direct study of a special text.

The present excellent classification of the various branches under the broad subjects, PEDAGOGICS, LANGUAGE, MATHEMATICS, NAT-

URAL SCIENCES, HISTORICAL SCIENCES, and THE ARTS, was then applied in the Scientific Course as well as in the Elementary Course. The first catalogue in which this plan of classification is found is that of Lock Haven for 1878. The Scientific Course as revised in 1886 is here given :

[Catalogue of Bloomsburg State Normal School, 1886,  
D. J. Waller, Jr., Principal]

## SCIENTIFIC COURSE

PEDAGOGICS.—Moral Philosophy; Logic; Philosophy of Education; Course of Professional Reading, with abstracts, notes, criticisms, to be submitted to Board of Examiners.

LANGUAGE.—Latin, six books of Virgil, four orations of Cicero, the Germania of Tacitus, or a full equivalent; an equivalent of Greek, French, or German will be accepted for Spherical Trigonometry, Analytical Geometry, Calculus, Mathematical Natural Philosophy, and Mathematical Astronomy; Literature.

MATHEMATICS.—Higher Algebra; Solid Geometry; Plane and Spherical Trigonometry, and Surveying, with the use of instruments; Analytical Geometry; Differential and Integral Calculus.

NATURAL SCIENCES.—Natural Philosophy, as much as in Snell's Olmsted; Astronomy, Descriptive and Mathematical; Chemistry; Geology and Mineralogy; Zoology.

HISTORICAL SCIENCE.—General History.

This course remained unchanged until December 11, 1894, when it was slightly changed by decreasing the requirements in Latin, and rendering specific the study of English, Grecian, and Roman

History. Entomology was named as specialized in the subject of Zoology. The course as arranged was made to include the studies of the Regular Normal Course. [Three years]

At the meeting held February 4, 1891, a one year's post-graduate course was adopted :

[Catalogue of Indiana State Normal School, 1891,  
Z. X. Snyder, Ph. D., Principal.]

## POST-GRADUATE COURSE

[One Year]

PEDAGOGICS.—Advanced Psychology; Moral Philosophy; Logic; Practice in Teaching; a careful reading of "Quick's Educational Reformers," "Fitch's Lectures on Teaching," and "Payne's Contributions to the Science of Education," with written notes and criticisms.

LANGUAGE.—Latin: three books of Ceasar, and three books of Virgil.

MATHEMATICS.—Solid Geometry; Plane Trigonometry and Surveying.

NATURAL SCIENCES.—Chemistry, Zoology, and Astronomy.

HISTORY and LITERATURE.—General History; History of English and American Literature, with a careful study of four classics with written notes and criticisms, and a course of general readings.

This course was merged in the Regular Normal Course as adopted December 11, 1894.

## THE CLASSICAL COURSE

This course as outlined in the Edinboro catalogue for 1861 extended through four years. It was designed to prepare teachers for *Classical* High

**Schools:** For admission, examination in the following subjects was required :

Arithmetic; Elements of Algebra; English Grammar; Latin Grammar; Caesar, two books; Virgil, four books; Greek Grammar and Reader; Anabasis, two books; Geography; and History of the United States.

The studies included in the course proper were about the same as those found in the classical courses of our smaller colleges. It included four years' work in Latin and Greek; Higher Mathematics; and Sciences. It also provided for optional attendance upon two courses of lectures on the Theory of Teaching, Practice in the Model School for one term, and a Thesis on a professional subject.

In the Third Catalogue of the Indiana State Normal School, the general scope of the Classical Course is stated as follows :

"This course is intended to qualify teachers for the classical department of instruction in graded and high schools and academies. It includes the studies of the Elementary and Scientific Courses, and the usual collegiate course in Latin and Greek. French and German may be substituted for an equivalent amount of Latin and Greek."

The number of graduates in this course was never large in any of the schools, and the course was dropped from the catalogues of all the schools between 1879 and 1886. [A case of innocuous desuetude]

The catalogues of many of the Normal Schools contain excellent College Preparatory Courses in which the student may, if he so desire, fit himself

for classes higher than the Freshman class. The Normal Schools allow the student to vary the course to suit the requirements of the college the student expects to enter. Stress is placed upon the preparation in English, a weak point of many applicants for admission to college. Many students receive their whole preparation for admission from the work done in these courses.

### ADVANCED PEDAGOGICS

[For Graduates]

At a meeting of the Principals of the State Normal Schools of Pennsylvania, called December 11, 1894, three advanced courses were adopted.

### REGULAR NORMAL COURSE

[Three Years]

This Course includes the studies of the Elementary Course, and the following branches:

**PEDAGOGICS.**—Advanced Psychology; Moral Science; Philosophy of Education; Methods of Teaching; Practice of Teaching; Pedagogical Works: Froebel, Education of Man; Quick, Educational Reformers; Fitch, Lectures on Teaching; School Supervision; School Apparatus; Discussion of Manual Training; Physical Culture, etc.

**MATHEMATICS.**—Solid Geometry; Plane and Analytical Trigonometry; Surveying.

**LANGUAGE.**—Latin; Caesar, three books; Virgil's Aeneid, three books; Cicero, three orations.

**NATURAL SCIENCE.**—Chemistry, including Chemistry of Soils; Zoology, including Entomology; and Geology.

**LITERATURE.**—Higher Literature, English.

and American, including a study of at least four classics.

(A full equivalent will be accepted for any of the text-books named in this Course.)

### SCIENTIFIC COURSE

[Four Years]

This Course includes the studies of the Regular Normal Course, and the following branches:

PEDAGOGICS.—Logic; Course of Professional Reading selected from regular or advanced Normal Course; a Thesis on a professional subject.

LANGUAGE.—Latin: three books of Virgil's Aeneid, three orations of Cicero, or a full equivalent; (an equivalent of Greek, German, or French will be accepted for any of the following studies: Virgil, Cicero, Higher Algebra, Spherical Trigonometry, Surveying, Analytical Geometry, Calculus, Mathematical Natural Philosophy and Mathematical Astronomy, and an equivalent of Latin and Advanced work in Natural Science for any of the foregoing mathematical studies.)

### ADVANCED NORMAL COURSE

[Five Years]

This course includes the studies of the Scientific Course, and one year's additional work in Pedagogics, as follows:

PSYCHOLOGY.—James, Advanced Course.

Laurie's Institutes of Education; Rein's Outline of Pedagogy; Rosmini's Method in Education; Herbart's Science of Education; Spencer's Education; Davidson's Education of the Greek People.

Discussion of Methods and Objects of Leading



Educators : Froebel, Pestalozzi, Dr. Arnold, Horace Mann, and others.

Discussion of Educational Theories.

Education in the United States; Education in Pennsylvania (Wickersham); General Survey of History of Public Education in Germany, France, and England.

Advanced work in Language, Mathematics; Natural Science, etc., may be taken at the option of the student.

A full equivalent will be accepted for any of the text-books in the Course.

The rules for final examinations as they now stand are here given :

## **RULES FOR FINAL EXAMINATIONS**

### **Of the Junior and Senior Classes in the Elementary Course.**

1. Admission to the Senior class shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Senior class, persons must be examined in all the Junior studies, except Methods, and the examination in these branches shall be final. No substitutions or conditions shall be allowed for any of studies required for admission to the Senior class.

3. If the faculty of any State Normal School, or the State Board of Examiners, decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same school year.

4. If a person who has completed the Jun-

ior studies at any State Normal School, desires to enter any other State Normal School, the Principal of the School at which the examination was held shall send the proper certificate to the Principal of the School which the person desires to attend. Except for the reason here stated, no certificate setting forth the fact of the passing of the Junior studies shall be issued.

5. Candidates for graduation shall be examined in all the branches of the Senior year. They shall have the opportunity of being examined in any of the higher branches, including vocal and instrumental music and double entry book-keeping; and all studies completed by them shall be named in their certificates.

6. Persons who have been graduated in any Course may be examined at any State Examination in any branches of a higher course, and the Secretary of the Board of Examiners shall certify, on the back of their diplomas, to the passing of the branches completed at said examination.

7. A certificate setting forth the proficiency of all the applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the faculty and presented to the Board. The certificate presented for applicants for admission to the Senior class in the Elementary Course shall also set forth the standing of said applicants in the studies of the Junior year in which they are not examined.

8. The Board of Examiners is appointed by the State Superintendent of Public Instruction, and is composed as follows: The State Superintendent or Deputy Superintendent, who is Presi-

dent of the Board ; the Principal of another Normal School ; six County, City, or Borough Superintendents ; and the Principal of this Normal School. Each student must receive eight votes out of the nine in order to pass the examination. Students must be examined and recommended by the faculty before taking the State Board Examination.

The Act of Legislature under which examinations are now held is as follows :

That all examinations of the graduating classes at the normal schools shall be conducted by a board, of which the Superintendent of Public Instruction shall be president, of two principals of normal schools of whom the principal of the school where the students are to be examined shall be one, and not less than two nor more than six county, city, borough, or township superintendents, to be appointed by the Superintendent of Public Instruction.

[Act of April 23, 1895, Sec. 1, P. L. p. 14.]

Since the data used in the foregoing discussion were not all available at the beginning of the work, a certain element of unity is necessarily lacking. It is believed, however, that the conclusions reached are in the main correct. To the difficulty in obtaining the necessary material was added that of determining the relative value of data so fragmentary. No series of catalogues of any one school would alone have served the purpose, even had such data been obtainable. A comparison of the catalogues of the various schools, especially of the earlier years, shows that the courses were sometimes modified to suit the environment. Hence the necessity arose of obtaining parallel data.

The historical value of the foregoing pages lies in the copious extracts taken from the various catalogues and other sources, since other comparisons than those suggested may be instituted.

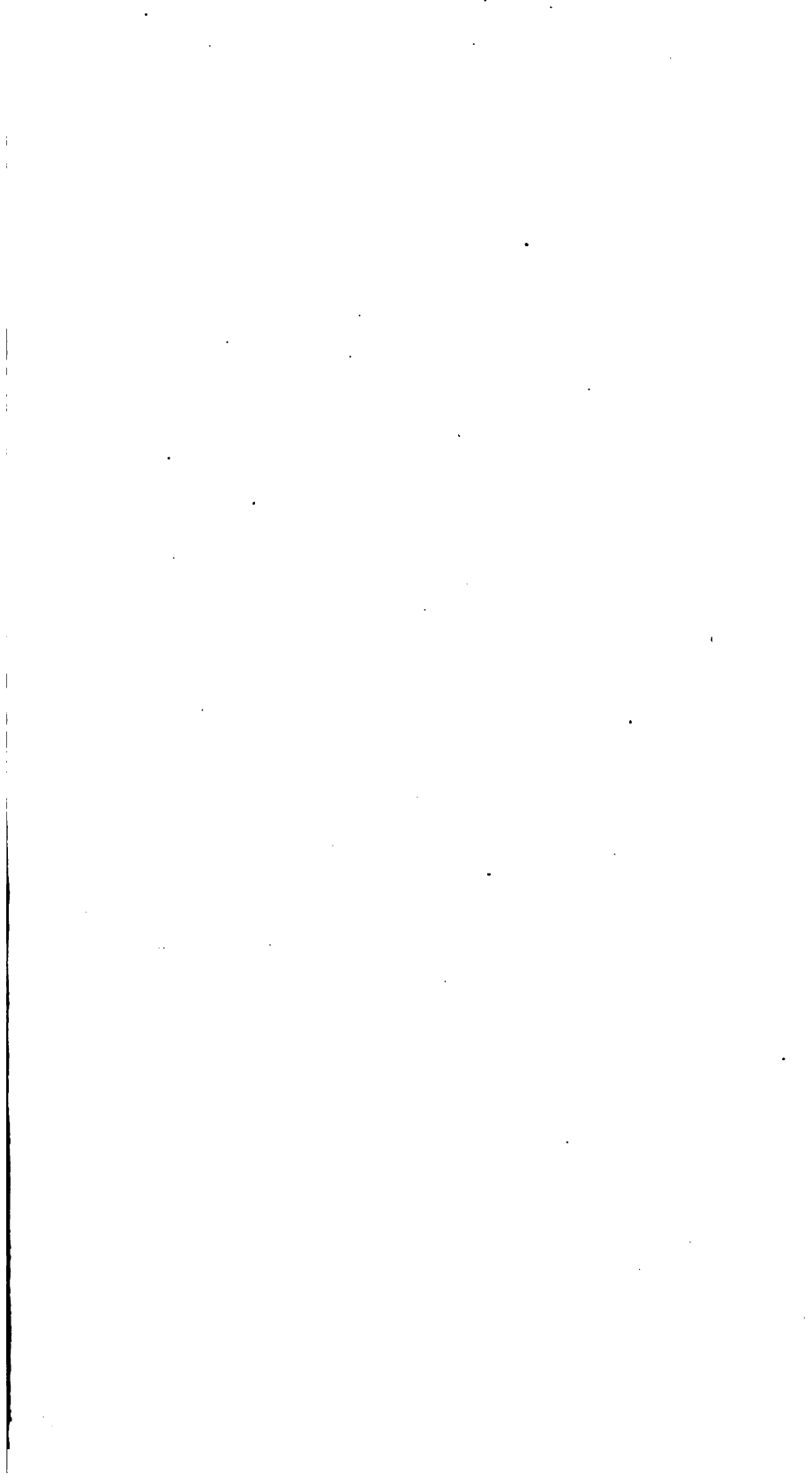
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